DOCUMENT RESUME

ED 059 832 24 RC 006 002

AUTHOR	Letchworth, George
TITLE	Teacher Separation and Retention in Bureau of Indian Affairs Schools. Final Report.
INSTITUTION	Oklahoma Univ., Norman.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-9-0531
PUB DATE	15 Jan 72
GRANT	OEG-0-9-460531-562(010)
NOTE	114p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*American Indians; *Cultural Awareness; Employment Patterns; *Faculty Mobility; Inservice Education; Maps; Social Factors; Tables (Data); *Teacher Morale; *Teacher Persistence; Teacher Recruitment
IDENTIFIERS	Bureau of Indian Affairs Schools

ABSTRACT

Factors that differentiate between first-year teachers who remain for a second year and those who resign after 1 year of employment with the Bureau of Indian Affairs (BIA) schools were investigated in this 1969-70 study of BIA teachers working from the BIA area office in Gallup, New Mexico (n=78), and Aberdeen, South Dakota (n=49). Data were collected by means of questionnaires and structured interviews. Analysis of questionnaire and interview data focused on isolating items, such as recruitment procedures, that discriminated between teachers who resigned and those who remained. Additional analyses isolated personal, sociological, and ecological variables related to teacher mobility. Findings included (1) that the BIA schools had a teacher separation rate of 36%; (2) that those individuals who had the most incongruency in areas related to their work environments were most likely to terminate employment, and (3) that termination of employment was also related to dominant career patterns. Copies of the instruments are appended. A related document is ED 047 857. (PS)

PA. 24

RC
OE-BR

ED 059832

Final Report

Project No. 9-0531
Grant OEG-0-9-460531-4562(010)

TEACHER SEPARATION AND RETENTION IN BUREAU OF INDIAN AFFAIRS SCHOOLS

RECEIVED
APR 3 1972
NMSU
E.R.I.C.

George Letchworth
University of Oklahoma
Norman, Oklahoma

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

January 15, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

006002

TABLE OF CONTENTS

Page

TABLE OF CONTENTS ii

LIST OF TABLES iii

LIST OF ILLUSTRATIONS iv

Chapter

I. SUMMARY 1

II. INTRODUCTION 2

III. METHOD 14

IV. RESULTS 18

V. DISCUSSION 53

REFERENCES 104

APPENDIX A 59

APPENDIX B 64

APPENDIX C 69

APPENDIX D 77

APPENDIX E 78

APPENDIX F 79

APPENDIX G 85

APPENDIX H 93

LIST OF TABLES

Table Page

1. Number and Percentage of Resignations of First-year Teachers by Area of Assignment 28

2. Number and Percentage of Resignations of First-year Teachers by Sex and Area of Assignment 29

3. Type of College or University Attended and Percent Remaining for a Second Year 31

4. First-year Teachers by GS Rating, Type of Position, Type of College or University Attended, and Resigned or Remained (Gallup and Aberdeen Areas) 32

5. Questionnaire Items Used in the Discriminant Function Analysis 40

6. Classification of the Two Criterion Groups (Resigned, Remained) by Means of Multiple Discriminant Function Analyses 41

7. Summary of the Analyses of Variance Conducted on the Eight Sections of the Teacher Questionnaire 45

8. Reliability of the Ratings of the Pre and Post interviews . 46

9. Summary of analysis of variance conducted on the Interview Items 48

10. Means and Standard Deviations of the Supervisors' Ratings . 50

11. Reasons for Termination of Service--Telephone Interview . . 51

LIST OF ILLUSTRATIONS

Figure Page

1. Administrative Areas of the Bureau of Indian Affairs (Gallup, Aberdeen) 16

2. Number recruited from each state. The number resigning is denoted by an underline 21

3. Number recruited from each state for the Gallup area. The number resigning is denoted by an underline . . . 23

4. Number recruited from each state for the Aberdeen area. The number resigning is denoted by an underline. 24

5. Number recruited from each state for the Alaska area. The number resigning is denoted by an underline. 25

6. Number recruited from each state for a number of area offices. The number resigning is denoted by an underline . . 26

7. Interaction of the Remained and Resigned Groups on the Pre and Post Interviews (Awareness of Managerial Duties) (See Table 3). 87

8. Interaction of the Remained and Resigned groups on the Pre and Post Interviews (Awareness of Student Relationships) (See Table 5) 89

9. Interaction Between Remained and Resigned on the Pre and Post Interviews (Awareness of Teacher-Parent Relationships) (See Table 7). 91

10. Interaction of the Remained and Resigned Groups on the Pre and Post Interviews (Awareness of Possibilities for Personal Growth) (See Table 8) 92

SUMMARY

Morale may vary along a continuum ranging from dissatisfaction and decline in performance to a point where the individual severs the employee relationship. The present study investigated those factors that differentiate between first-year teachers who remain for a second year and those who resign after one year of employment with the Bureau of Indian Affairs Schools. The underlying theoretical model was of a cultural-role and dissonance variety. Those individuals who had the most incongruency in areas related to their work environments were the most likely to terminate employment. Termination of employment was also related to dominant career patterns. A pretest-posttest design was used and data was collected by means of questionnaires and structured interviews. The analysis of the questionnaires and the interviews focused upon isolating those items that discriminated between the two criterion groups of teachers. Additional analyses were performed on the data investigating sociological and ecological variables. Personal, sociological, and ecological variables related to teacher mobility were isolated.

TEACHER SEPARATION AND RETENTION IN BUREAU OF INDIAN AFFAIRS SCHOOLS

Any organization that employs large numbers of people eventually turns its attention to the joint problems of employee "turn over" and the retention of the better employees. Organizations in the business community have developed a number of procedures designed to recruit, select, and maintain a quality work force. First, businesses have resorted to a number of sophisticated procedures for selecting their employees. The selection procedures used may range from a simple application form and interview to very sophisticated and elaborate testing programs, interview schedules and other screening devices. The groups employing scientific selection procedures devote a great deal of effort to the development of criteria, establishment of reliability and validity, and the constant improvement of their selection process. Secondly, businesses devote considerable money to in-service training both to train a person to perform more effectively on the job and perhaps for advancement. Thirdly, large business organizations may be quite paternal and provide a number of "fringe benefits" that include everything from insurance to personal counseling. Fourth, business has become concerned about the relationship between management and the work force, therefore, management personnel may be sent to a variety of training situations such as sensitivity groups and communication workshops. Often, management is taught the difference between Mac Gregors theory "X" and theory "Y" of human behavior and perhaps Maslow's (1954) hierarchy of needs, with its characteristics that compose a self-actualized individual. Fifth, many large businesses are examining their organizational structure and the impact that it has on individuals' behavior in terms of morale, absenteeism, job performance, and employee turnover.

Business may have become concerned over the problem of employee attrition on humanitarian grounds, however, it may be that they realized that employee attrition, is very expensive. Since most businesses have been able to link employee attrition to the degree of productivity, hence profit, there has been quite a concern over factors leading to turnover such as morale, and job satisfaction. Growing out of this concern has been a substantial amount of literature in the business area dealing with the selection and retention of quality employees. A close examination of the research literature on employee selection and retention reveals that very little of it deals with one of the nation's largest employers, education.

In the past, very little thought or concern was expended upon the "community servant," the public school teacher. However, a number of recent developments such as school integration, teacher militancy and concern for equal quality education have tended to place the public schools and consequently the public school teacher in the spotlight. Nationally we have become aware of the difficulties and importance associated with recruiting and maintaining quality teachers. In fact, we now know that a large percentage of individuals trained to teach never enter the teacher profession (December, 1968, NEA Research Bulletin).

Teacher turnover in public education has always been a problem but as our nation becomes more mobile, the problem should continue to grow. Solutions must be sought. The naive solution would be simply to go out and hire some "good" teachers. One of the first things one learns when observing business models for personnel selection and retention is that selection is a complex problem.

The absence of studies dealing with teacher selection and retention might be attributed to the vagueness of the educational "product" or the lack of a criterion that might be employed when evaluating the ability to teach. In industry and business, the goal of a profit is apparent and can be measured. One wants employees who are "productive" in terms of how much they contribute to the "profit." In an educational setting, what does one use as a measure of productivity: the number of students taught, amount taught, what is taught, how many continue their education, etc? Another extremely important factor is that in the past we have been faced with a "teacher shortage" and the selection procedure essentially consisted of recruiting anyone who was willing to teach and who should at least be provisionally certified. Business, on the other hand, typically has had a "surplus" work force and has been able to select their employees.

A selection procedure in a time of teacher shortage is difficult to establish, but the complexion of the market place has changed and we are beginning to face a teacher surplus. It is an understatement to assert that with the prevailing and future teacher market, school systems should be developing selection procedures that will allow them to recruit and retain the best teachers.

The Bureau of Indian Affairs is one of the nation's largest employers of teachers. Since many of its schools are located in quite remote areas, it faces a substantial teacher retention and recruitment problem. The BIA is charged with the responsibility of providing an education to those Indian children not attending a public, private or mission school. In order to gain a perspective of the educational task of the BIA one should know that 142,630 Indian students, ages 6-18 years, were enrolled in school (Statistics Concerning Indian Education, 1968). This represents 57.4 percent of the Indian children of school age. Of the 142,630 students, 61.3 percent attended public schools, 6 percent attended private and mission schools, and the remaining 32.7 percent attended federal BIA schools.

In 1968 the BIA operated 226 schools with a total enrollment of 51,596 and 18 dormitories for 4,204 Indian children who attended public schools. The BIA employs about 2,400 professional teachers and 450 administrative and supervisory educational personnel. There are agency schools throughout the country. School enrollments range from 2,100 at Intermountain School in Utah to ten at the Birney Day School in Montana.

In order to maintain an adequate staff, the Bureau estimates that it has to make 1,000 offers to prospective teachers in order to fill the approximately 600 elementary and secondary teaching positions that become available each year. The current recruitment quota of 600 is necessary to maintain a full compliment of 2,400 teachers. The Bureau's studies of teacher turnover rather consistently indicate an annual turnover rate of 23-25 percent. A large proportion of the annual turnover rate may be attributed to the loss of approximately 41 percent of the first year teachers.

The problem of teacher mobility is particularly important to the BIA schools whose local conditions require considerable in-service training of new personnel. In nearly every school, public, federal, or private, however, it is necessary to provide the new teacher with some formal introduction to the local operation. Thus, for the BIA, and for public school districts as well, the problems of recruiting new teachers and of preparing them to work in the local schools represent a major investment. Perhaps more important, the continuity engendered by teacher turnover may have a major impact upon the academic progress of students. The success of an educational program is to a large degree contingent upon the competency of the professional staff. An excessively high rate of turnover among the staff usually decreases the efficiency and weakens the cohesion of the organization, thus, affecting the achievement of the student and the morale of the staff.

PURPOSE

The cost of training new teachers in the BIA schools is very expensive both from an administrative and an educational point of view. The concern of the BIA over the poor retention of first-year teachers stimulated the present study. The project was funded by the U. S. Office of Education on July 1, 1969. The explicit purpose of the project was to study teacher separation among the first-year 1969-70 Bureau of Indian Affairs teaching personnel.

PROBLEM

The problem of the study might be stated as follows: What are the factors contributing to teacher resignations during or following one year of service; or conversely, what are the factors contributing to a newly appointed teacher remaining for a second year of service?

In an attempt to clarify some of the terminology used in the study, the following terms and their definitions will be used (NEA Research Bulletin, 1968):

Teacher turnover: Turnover is a very general term and it may refer to a variety of things, such as: movement of teachers in and out of teaching, teachers quitting their jobs, moving from one school to another and entering the profession for the first time or after an interruption.

Teacher separation: Separation refers to a teacher leaving a specific school regardless of the cause.

Teacher mobility: Mobility refers to teachers who are geographically mobile but continue to be educators.

Teacher loss: This refers to teachers who leave the teaching profession.

The project was designed to be exploratory in nature, therefore, no specific hypotheses were made. The research literature was consulted, however, in order to provide direction to the research and an explanatory framework for the results.

Proposed Objectives:

In the original proposal the objectives of the present study were set forth as follows:

> The activities in the proposed project should achieve three objectives:
>
> 1. It will develop a data base on teachers within the BIA schools and teachers within a group of public schools. It will provide a demographic description of teacher backgrounds, job expectations, concepts of students, and patterns of occupational mobility.
>
> 2. It will explore differences between teachers who will return for a second year in the district and those who will leave after short service.
>
> 3. Bases for comparing the BIA schools with public schools will be developed. The purpose of the comparisons, which must be reflected in the design, will be to improve the quality of the BIA schools and to enhance the probability of a young teacher finding a career within the service.
>
> The relationship of each factor in the study to patterns of teacher retention will be described. It will delineate the aspirations of the new teacher in terms of his career expectations. It will describe practices and programs which encourage the young professional to remain in teaching. It will also describe situations which discourage him and lead him to seek employment elsewhere.

The objectives were stated rather broadly since the study was exploratory in nature.

History of the Development of the Project

The present project was funded by the U. S. Office of Education on July 1, 1969, to study teacher mobility and retention among the first-year personnel selected to teach in schools administered by the Bureau of Indian Affairs. Several of the University of Oklahoma staff, including the project director made a trip to Washington, D. C. in July, 1969, to confer with representatives from both the USOE and the BIA. A meeting of the representatives from the University of Oklahoma, U. S. Office of Education and the Bureau of Indian Affairs transpired and a great deal of coordination and discussion ensued. As a consequent of the meeting, a number of decisions were made. One of the first decisions was to have only two survey interviews with BIA teachers, one in August, 1969 and the other in March, 1970, and to drop the December interview in order to increase the number of teachers in the comparative samples. The second decision involved limiting the scope of the study to include only two regions with high rates of teacher turnover. Alaska was the region with the highest rate of turnover but it was excluded from the study because of the prohibitive travel expense. The two regions included in the study are served by the BIA area offices of Gallup, New Mexico, and Aberdeen, South Dakota. These two offices administer the educational services to the Navajo and the Sioux respectively. A third sample of teachers also was selected; these teachers represented a sample with a similar background to those employed by the BIA, except they were teaching for 125 school boards in Oklahoma. The Oklahoma sample does not actually constitute a control sample, but simply serves as a comparative sample.

The chief of the BIA research and evaluation staff suggested that he would make the initial contact with someone in the Navajo and Aberdeen areas. The two persons contacted were Dr. Benham from Gallup, New Mexico, and Mr. Schmidt from Aberdeen, South Dakota. These two gentlemen were then alerted as to the purpose of the research grant and their cooperation was requested in providing information and access to the samples in each of the two geographical areas.

At the time that the project was discussed, a number of limitations were recognized. A major limitation was that the study was an exploratory study intended to ascertain some of the relevant variables contributing to teacher mobility and retention and would lack some control and precision. It was felt however, that the major variables contributing to teacher separation and retention needed to be isolated before more sophisticated research could occur. A second limitation was the generalizability of the results, for example, would the same factors that contribute to teacher separation in New Mexico, Arizona, North Dakota and South Dakota generalize to teachers employed in Alaska. Another important limitation of the study is that it focuses upon the teachers and neglects other important factors such as recruitment, administration, organization, social and other ecological factors.

Research Literature

The research literature on teacher turnover, loss, mobility and separation as well as on retention reveals that the problem of teacher mobility and retention is not a "new" problem. It seems, however, that until the last decade teachers were supposed to go into their classrooms following graduation from an appropriate institution of higher education and not emerge again until they were ready for retirement. The questions regarding teacher morale, job satisfaction, teacher productivity, teacher mobility, or teachers leaving the teaching field were seldom raised. It is probably safe to assume that teachers of twenty years ago and teachers of today seldom go off to their classrooms and happily devote their lives to the education of their students. It is much more realistic to recognize that some teachers move from school to school in a form of horizontal mobility. Other teachers are involved in vertical mobility that requires moving out of the classroom and into more financially rewarding educational professions (e.g. guidance, administration). Other teachers leave the teaching profession after only a few years in the classroom, some of these return after they have raised their families but many of the men never return.

There are a number of approaches that can be taken in summarizing the relevant literature on teacher mobility and retention. The first and most direct way is to simply list those factors that have been shown to relate to the problem. Nelson and Thompson (1963) provide a list of the factors that influence teachers to leave their classrooms after one year of teaching. The factors are: (1) Salary, (2) Teaching loads, (3) Assignments beyond regular classroom teaching, (4) Inadequate supervision, (5) Poor assignments given first year teachers, (6) Discipline problems often placed in classes of beginning teachers, (7) Pressure groups, (8) Poor mental hygiene, (9) Marriage, (10) Inadequate preparation of major or minor field of study or knowledge of subject, (11) Inability to handle classes, (12) Teacher evaluation, (13) Inadequate facilities, (14) Poor faculty relationships, (15) Lack of opportunity to develop new ideas, (16) Routine clerical duties, (17) Competition between schools and industry for trained personnel, (18) Poor school boards, (19) Health. It is obvious from the preceding list of factors that teacher mobility is a multifacted problem. The nineteen factors that contribute to first year teacher resignations might just as easily be reconceptualized as factors underlying the following aspects of a teaching position: recruitment, teacher's personality, children in the classroom, administration, school system, geographic locale, job market, and ecological factors (unique combinations of the above factors that cause the behavioral setting to take on different meanings, Barker, 1968).

A second way to summarize the research literature is to take a theoretical orientation and to depend upon the major theories in the field to summarize the relevant literature. In the area of work motivation Herzberg, Mausner, and Snyderman (1959) have made major contributions. Herzberg in his research found that those factors associated with job satisfaction (satisfiers) are generally associated directly or indirectly with job activities such as: achievement, recognition, the work itself, responsibilities, and advancement. The factors associated with job dissatisfactions (dissatisfiers) are usually extrinsic to the work itself and are primarily associated with the job context rather than the job activities. Examples of dissatisfiers would be institutional or organization policy, administration, supervision, interpersonal relations, and working conditions. Using Maslow's (1954) hierarchy of needs as a reference Herzberg has indicated that the satisfier factors (those associated with the job activities) serve the individual's need to use an occupation to further personal growth (self-esteen and self-actualization). On the other hand, the dissatisfier factors (those associated with the job conditions) operate as a supporting base for the satisfier factors (provide the lower needs). The dissatisfier factors may not bring about positive satisfaction but they can operate to prevent dissatisfaction.

Simply dichotomizing the factors in the work situation into satisfiers and dissatisfiers does not provide an adequate explanation of why individuals are satisfied or dissatisfied, because it ignores individual differences. Herzberg attempts to account for the personal characteristics of individuals by referring to "motivation seekers" and "maintenance seekers." The motivation seekers are individuals who are primarily motivated by the satisfier factors such as responsibility, achievement, advancement and other job related activities. The maintenance seekers, on the other hand, tend to be more motivated by the factors associated with the job context such as working conditions, pay, supervision and policy.

When Herzberg's theory is summarized, two factors associated with the job emerge (satisfiers, dissatisfiers) and two factors associated with personality characteristics emerge (motivation seekers, maintenance seekers).

Assuming a common sense approach to the problem of teacher mobility and retention there are two major directions that personnel studies generally take. The first approach assumes that one of the major reasons for job dissatisfaction is the inherent personality variables of the employee. The approach assumes the existence of personality variables capable of consistently influencing the on-the-job adjustment of teachers. If one assumes the approach, then the method that is usually employed to improve the selective retention of teachers would involve the development of an affective screening program.

The second approach to the problem of personnel retention is that of improving the desirability of the teacher's surroundings through the manipulation of facilities and programs. Thus, improvement of the environment is the method used to entice desirable teachers to remain in the system.

An understanding of Herzberg's theory would reveal that the two approaches suggested in the preceeding paragraph are too general and oversimplified. Using Herzberg's findings one would predict that screening on personality variables (e.g. motivation seeking vs. maintenance seeking) will be successful only when you take into account whether the needs of these individuals can be met in the job position to which they will be assigned. The question is, can the motivation seekers find satisfaction in a job position resplendent in maintenance satisfiers and lacking in motivational satisfiers or can maintenance seekers be satisfied with having their motivational needs met while having little opportunity to satisfy their maintenance needs? The second approach to solving the problem of personnel retention through modifying the facilities and programs is also a little oversimplified. If the modification of the facilities and programs meets only the maintenance needs, then you might have very little dissatisfaction, but on the other hand you might also have little satisfaction since the motivational needs are not being met. It would appear that in order to develop an organization that is high in satisfaction and low in dissatisfaction, a good recruitment program would have to be intimately coupled with the development of job activities and the job context.

Another major theoretical approach that might be made to teacher mobility and retention is through the career patterns of male and female teachers. The existing literature provides an interesting picture of teaching as a career.

W. W. Charters (1967) has been involved to an extent with research dealing with teacher mobility and he has summarized quite well the career patterns of male and female teachers.

> The female has made up her mind to become a teacher before leaving high school; she obtains a Bachelor's Degree and immediately takes her first teaching job. If not already married, she marries soon and continues in her first position for two, three, or four years when she leaves the position to bear and raise children. She is now in her middle 20's. When her last child is old enough to go to kindergarten--ten or fifteen years later--she may return to classroom teaching. If she does return, the odds are strong that she will remain in teaching and teach in the same school system until she reaches retirement age.
>
> Male teachers decide to enter their field sometime after high school graduation and are older than females by the time they are ready to take their first job. They remain in classroom teaching for a longer period of time than their female counterparts, possibly changing schools once. In the meantime, they work at jobs outside public education after school hours and during the summer. When they are in their 30's, male teachers swarm out of classroom teaching either into non-public school occupations or, for a smaller number, into school administration. They never return to the classroom.
>
> Those are the dominant career patterns for men and women. They describe anywhere from 60 to 75 percent of the persons entering public education at mid-century. There is nothing especially startling about the facts I have summarized. Indeed, they are so mundane that they lead you to wonder why educational researchers have wasted their time in "discovering" them. They are obvious to anyone with a speaking acquaintance with American public education. (p. 184)

In an attempt to explain some of the factors underlining the dominant career patterns of men and women teachers, Charters offers the following explanation.

> The career pattern for women, I believe, will be understood in terms of the cultural and subcultural norms of society; the career pattern for men, in terms of conventional economic forces. Societies differ markedly in regard to the propriety of females entering the labor force at all and in regard to the kinds of occupations that are appropriate for females if they do. In our time, for example, we have seen changes occur in norms with respect to the "career girl" and "working wife." Dominant career patterns for women teachers almost certainly require explication in terms

> of culturally-defined solutions to the generic conflict between occupational role and sex role.
>
> For males, the situation is different. Where women may work, men must work. The male career is best viewed in economic perspective, taking into account such forces as the costs of training, wage competition in alternative occupations, or accumulation of monetary and non-monetary equity in the occupation. The dominant career pattern probably varies, for example, with differences in the diversification of the labor market in a region, allowing greater occupational options to a man with a given level of training and income in a metropolitan region, fewer in an agricultural or a depressed region. If I am right that the male career pattern is governed principally by economic forces, it should encourage educational researchers to pay attention to where men go when they leave the public school rather than simply to the fact that they leave.
>
> A more satisfying progress report on research in the teaching career will come when we have explanations to accompany the purely descriptive statements we can now make. The explanatory theories, and the research methods to test them, will differ according to whether the problem at hand is the dominant career pattern of a society or the deviations from the pattern. Parameters of the theories will also differ, I am sure, according to whether we are trying to understand men or are trying to understand women. (p. 186)

In clarifying what he means by dominant career patterns and deviations from them, Charters goes ahead in his 1967 article to distinguish between them.

> The problem of understanding why individuals deviate from the prevailing patterns involves another approach. For this we need to consider such matters as the person's motives and attitudes, his socializing experiences, the peculiarities of his location within the social and economic system, and the unusual pushes and pulls he feels from his friends, colleagues, and the circumstances of work. The conceptual apparatus for explaining individual deviations is a microscopic, social-psychological one; and the research methods are the ones already in use by educational investigators--the questionnaire and interview and small-scale social analysis. (p. 185)

Charters' conceptualization of teacher separation in terms of the dominant career patterns and deviations from it provides an excellent research framework. The present study can easily utilize Charters' framework and in fact conforms to many of his suggestions. In the results and discussion sections of this report the findings of this study will be related to the dominant career patterns of male and female teachers. Obviously, dominant career patterns do not account for all of the teacher mobility, so the present study employed interviews and questionnaires in an attempt to assess the unique factors that exist within a teacher's environment that contribute to teacher separation.

National and State Statistics on Teacher Separation and Retention

In order to place the teacher separation and retention problem of the BIA schools into perspective, it is necessary to report some national and state statistics.

Nationally only 3 out of 4 people prepared to teacher actually enter the classroom. (December, 1968, NEA Research Bulletin) Out of every 100 elementary and secondary teachers that are presently teaching, it is estimated that 6 will move outside of the profession in the next year. At least 9 others will remain in the profession but will make a move to another school system within their present state or in another state. Based upon the 1967 USOE projection that 1,892,000 full-time public school teachers were employed in the fall of 1968, it can be estimated that 110,000 of these teachers will leave the profession during the next year and 185,000 of these teachers will move to a different school. The preceding figures indicate that nationally around 15 percent of the nation's population of public school teachers either moves out of the profession or to a different job each year. The December, 1968, NEA Research Bulletin also reported a survey which attempted to determine some of the differences that existed between those teachers who had been employed in 1965-66 and continued to teach at the same school during 1966-67 and those who were no longer at the same school for a second year of service (old-timers) 63 percent had 5 years or more of teaching experiences. Of the teachers who left (short-timers) after teaching 1965-66 and either moved to another school or out of the profession, 58 percent had less than 5 years of teaching experience and of the short-timers 46 percent were 25.34 years old. Thus, in terms of the NEA survey it appears that the younger teachers with less experience are more mobile.

A greater understanding of teacher termination and retention may be obtained by considering several studies that have been conducted at the state level. Pederson (1970) found that from 1965-66 to 1966-67 only 80 percent of Michigan's public school teachers were retained. Four percent of the mobile teachers migrated to other public school districts, but the other 16 percent dropped out of the teacher profession. Pederson found that age was highly related to teacher mobility, in that the younger faculty were more mobile. Sex was also a very important variable in predicting turnover with young females accounting for a great deal of the turnover. Other factors that were related to teacher turnover were:

1. Level of degree. The acquisition of a graduate degree resulted in higher retention rates for the majority of females and older males, but it appeared to accelerate an exodus from the profession by younger teachers generally and the middle-aged man.

2. Institutional training. School systems that employed large numbers of teachers from the higher status Michigan universities and colleges experienced high retention rates.

3. Training. School systems which had a large number of personnel with minimal levels of educational preparation had a higher rate of turnover.

4. School location and size. School systems in urban areas experience greater teacher retention.

A study conducted in Oklahoma by the Oklahoma Public School Research Council (1970) focused on "Mobility in the Education Profession." Several aspects of the OPSRC study were coordinated with the present BIA study. In general, the study found that the younger females were the poorest risks for long-term employment.

Whitener (1965) studied teacher survival in the St. Louis area and found that by the end of the fifth year of teaching 80 percent of the entering teachers were gone. She made the point that the attrition rate was heavily influenced by the personal attributes of age and sex and that an administrator could reduce teacher turnover simply by hiring older teachers, especially avoiding young female teachers.

A recent study of teacher turnover was conducted in Oregon by W. W. Charters (1970) and offers in addition to some interesting results a lucid approach and interpretation of factors affecting teacher survival. Some of Charters' more pertinent conclusions are:

1. Males have a longer survival rate than females (4 out of 10 males remained in one district 5 years or more with only 3 out of 10 females remaining in the same district.)

2. Age at time of employment is strongly related to the female survival rate but only weakly to the male survival rate.

3. School district size is directly related to survival of males but indirectly related to survival of females.

4. Neither teaching level or amount of experience (with age, sex held constant) was related to survival rate.

5. They found what they termed a "survival effect" which occurs sometime during the 5th year. It is proposed that teachers develop an "Investment" in their district over a period of time and this is a very important time in determining the survival rate.

It is interesting to note that after four years of teaching, only 40 percent of the males and 30 percent of the females remained for a 5th year. In fact, after the first year of teaching only 80 percent of the men and 65 percent of the women remained for a second year of teaching. The Oregon data only confirms the trend in the other national and state data reported which suggests a teacher turnover of around 15-25 percent.

Comparing the statistics regarding teacher turnover at the national and state level to the teacher turnover in the BIA schools is quite interesting and places the problem into perspective. The data overwhelmingly suggests that teacher turnover is around 25 percent annually for first year teachers and that this can be heavily influenced by the personal characteristics of the faculty. For instance, if a great many young single females are on the faculty then there will be a high rate of turnover. Therefore, the BIA schools overall turnover of 23-25 percent and 41 percent for first year teachers should not be surprising because of the composition of the population from which they are recruiting.

CHAPTER 2

METHODOLOGY

The present investigation was an exploratory study whose purpose was to isolate some of the factors related to the separation and retention of first year teachers in the BIA schools. The general methodology employed involved interviewing and administering questionnaires to groups of first year teachers before they began teaching and re-interviewing and re-administering the questionnaires during the latter part of the school year. The pretest and posttest data along with some demographic data were used in comparing those teachers who resigned during the first year or at the end of the first year with those who remained for a second year.

Comparison Groups. The samples for the study were obtained from two areas.

1. The BIA schools serving the Navajo Indians in northern Arizona, New Mexico, and Colorado (Gallup area).

2. The BIA schools serving the Sioux Indians in North and South Dakota (Aberdeen area).

In the 1969-70 school year, the BIA hired two hundred ninety-five new teachers for the Gallup area and thirty-six new teachers for the Aberdeen area. Seventy-eight new teachers were selected for study from the Gallup area and forty-nine new teachers from the Aberdeen area were selected for study. In the Gallup area seventy-four additional first year teachers were given the pre-questionnaire even though they were not in the sample interviewed. The Aberdeen area sample represents almost all the first year teachers that attended the pre-service week at Wahpeton, North Dakota, during August, 1969. The Gallup area sample was randomly chosen from the list of registrants that attneded the pre-service week at Ft. Wingate in August, 1969. (See Figure 1 for the geographic areas represented by Gallup and Aberdeen.)

These two groups (Gallup, Aberdeen) were each divided into two sub-comparison groups one of which was teachers who resigned during or after one year of teaching and the other, those who remained for a second year. So, for the purpose of analysis the following comparison groups were used: Gallup--Comparison Group 1, those who remained for a second year; Comparison Group 4, those who resigned during or after one year of teaching.

Data Collection Instruments. The major instruments utilized in the collection of data on the first year teachers were a "framed" interview and a questionnaire. Secondary sources of data on the first year teachers were: personnel records, supervisors ratings, and telephone interviews. A written and pictoral description was also made of all the BIA schools and communities visited by the research assistants.

The pre-interview (see Appendix A) was designed to elicit information on the following topics: (1) expectations of position, (2) expectations of student relationships, (3) expectations of teacher-supervisor relationships, (4) expectations of community setting, (5) professional expectations, (6) professional activities, (7) quality of training. The post-interview covered the same topics but was reworded slightly. (See Appendix B)

The pre and post questionnaires contained 88 items dealing with the major topics of: role of the classroom teacher, perception of teaching, supervisory staff, working conditions, social and cultural conditions near the school, professional training as a teacher, recruitment of that person, and orientation to the BIA schools. (See Appendix C). Each of the 87 items were responded to in terms of "what exists" and "what should exist". The discrepancy between "what exists" and "what should exist" on each of the items served as a measure of the potential dissonance for the individual.

The personnel records came from a variety of sources and provided information such as: type of school attended, age, and position with the BIA. The opinion of some of the first-year teachers' supervisors was obtained during the latter part of the school year on a one page supervisor's rating form (See Appendix E for the telephone interview form).

Procedure. Work on the Teacher Mobility and Retention Study began in July, 1969. The initial data gathering activities were conducted during August, 1969. Interview teams were sent to Wahpeton, North Dakota, and Gallup, New Mexico, to interview a sample of teachers preparing to teach for the first time for the BIA. During the one-week orientations, the two samples (Aberdeen and Gallup) were interviewed (See Appendix A) and given a teacher questionnaire referred to as the "Teacher Mobility and Retention Questionnaire" (See Appendix C).

During December, 1969, a second questionnaire identical to the one administered in August was sent to the North Dakota and New Mexico samples. The return on the questionnaire was fair, but we were unable to locate some of the teachers because they had been transferred, resigned, or chose not to return the questionnaire.

The second major data collection took place March 21-27, 1970. Two interview teams were sent out--one to the Gallup area and another to the Aberdeen area. Letters were sent to the teachers in the two samples prior to the interview teams' arrival; however, this did not preclude our being unable to interview many of the teachers in our original August sample. The available teachers in the samples were re-interviewed and filled out the "Teacher Mobility and Retention Questionnaire." During this time, each teacher's supervisor was given a supervisor's rating sheet and asked to evaluate the teacher. (Appendix D)

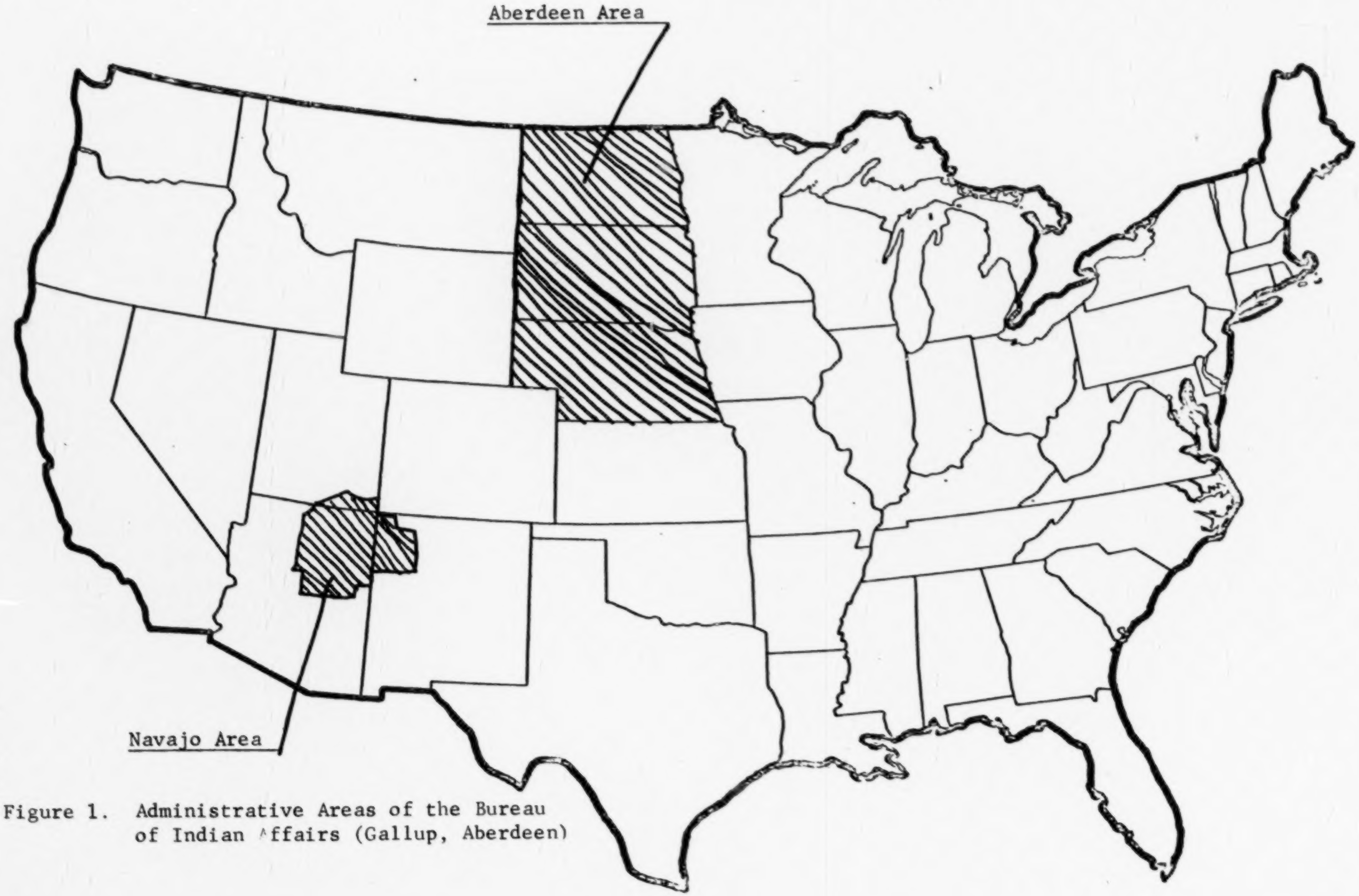
Aberdeen Area
Navajo Area

Figure 1. Administrative Areas of the Bureau of Indian Affairs (Gallup, Aberdeen)

The research staff received from the Gallup and Aberdeen offices a list of the first year teachers who terminated their appoitments with the BIA during the 1969-70 school year. The individuals on these lists served as the criterion comparison group against which comparisons were made to those first year teachers who remained with the BIA for a second year of employment.

Many of the individuals who resigned were contacted during October, 1970, and briefly interviewed over the telephone as to their final reasons for terminating employment with the BIA.

The two major criterion groups of first year teachers that was established (those who resigned from the BIA during their first year--and those who remained for a second year of service) served as the basis for most of the analyses.

CHAPTER 3

RESULTS

The project on which this paper is based terminated January 1, 1971. The data for the study was collected during the school year of 1969-70; however, additional follow-up information was obtained during the summer and fall of 1970.

This section includes both descriptive and comparative analyses. The analyses appear in the following order:

- I. Recruitment Procedures
- II. Description of all first-year BIA teachers (nationally)
- III. Description of the teachers in the two areas selected for study (Gallup, Aberdeen)
    - A. Personnel data
        1. G. S. rating
        2. Type of position
        3. Type of teacher preparation
- IV. Description of the work environments of the two areas selected for study.
- V. Comparisons of the two criterion groups on the basis of the questionnaires.
- VI. Comparisons of the two criterion groups on the basis of the interviews.
- VII. Supervisor's ratings
- VIII. Telephone interviews

Recruitment Procedures

The initial link in the sequence of events that may end in employee separation is recruitment. A well trained personnel specialist can recruit a group of employees that would be dissatisfied, perform poorly on the job, and would eventually terminate or be terminated. Thus, the recruitment of BIA teachers is the first initial step in maintaining a quality teaching staff.

The literature review for the report suggests that the poorest retention risk might conform to the following composite: a young single woman with a bachelor's degree, minimal training for the position, no previous experience, who is placed in a small rather isolated school. The question may now be raised regarding the kind of teacher population from which the BIA recruits.

In order to maintain a professional staff of 2400, the BIA must recruit approximately 600 new professional employees each year. Of the 600 positions available approximately 60% are for Elementary Teachers, 15% for Guidance Counselors, 15% for Secondary Teachers, and 10% for Training Instructors (Kindergarten). The greatest number of individuals recruited will be working in grades K-8, approximately 75-85%, since many of the Guidance Counselors work with children K-8. It is obvious that with an overall teacher turnover of approximately 25% every year and a turnover of 41% in the first-year teachers that the entire teaching staff could presumably be replaced every four years.

The responsibility for recruiting is divided between two groups, the Teacher Recruitment Unit and the Interagency Board of U.S. Civil Service Examiners. The Interagency Board receives and reviews applications from individuals who are interested in teaching at the Secondary and/or Post High School level. The Interagency Board is responsible for recruiting less than 100 (about 15% of the total annual recruitment) new teachers each year. The Interagency Board usually has an abundance of applicants from which to choose and in view of the present growing teacher surplus they should have ample applicants in the future. The Teacher Recruitment Unit is responsible for recruiting Elementary Teachers and Guidance Counselors. The responsibility of the Teacher Recruitment Unit is substantial since they recruit approximately 500 new teachers each year (about 75-85% of the total annual recruitment).

The recruiting procedures for the Interagency Board and the Teacher Recruitment Unit differ. The Interagency Board advertises through regular Civil Service announcements and chooses from among the applicants. The Teacher Recruitment Unit, on the other hand, employes six professional recruiters that travel all over the U.S. visiting college and university campuses. In 1969-70 six recruiters visited 463 campuses, interviewing students to meet their quota of approximately 500-600 new first-year teachers.

The recruiter after interviewing a prospect can offer the individual a contract similar to a public school contract. This probably represents the simplest way for an individual to obtain a position with the BIA schools. The formal entrance procedure into BIA employment is set forth in a memographed phamphlet sent out by the Teacher Recruiting Unit titled "General Information About the U.S. Bureau of Indian Affairs Education Program." The entrance procedure is as follows:

A. Applications are sent to either:

Elementary & Guidance-------------------Teacher Recruitment Unit
P.O. Box #6
Albuquerque, New Mexico 87101

Secondary and Post High School----------Interagency Board of U.S.
Civil Service Examiners
for New Mexico

Federal Building
421 Gold Avenue, S.W.
Albuquerque, New Mexico 87101

B. Contract - Recruiter Hires

1. An agreement is used in place of a contract.
2. It is as ethical an obligation as a public school contract.
3. It is made by a recruiter at time of interview or by mail through the recruitment office at a later date.

C. Processing of an application involves the following steps:

1. Review for completeness, all forms are in and complete according to U.S. Civil Service standards.
2. The Civil Service evaluation, derived from the professional preparation and experience of the applicant.
3. The applicant is placed on an Active List (Civil Service Register).
4. Selection is based on evaulation and availability.
5. Application papers (Personnel Folder) sent to Area for final assignment and moving arrangements.

During the recruitment process the applicants are provided various kinds of phamphlets and memographed materials informing them regarding: the objectives of Indian schools, work year, work week, work day, holidays, annual and sick leave, fringe benefits, promotional criteria (G.S. 5, 7, 9, and up), description of educational organization (administration, kindergarten, elementary, secondary, guidance), personal and family information (moving costs, housing, school assignment, isolation).

An interesting aspect of the recruitment procedure is that new first-year teachers are recruited from all over the U.S. (See Figure 2 for the recruitment distribution). The six recruiters from the Teacher Recruitment Unit have each been assigned a portion of the U.S. so that the entire country is represented. The recruitment may

TOTAL : Remained

Resigned

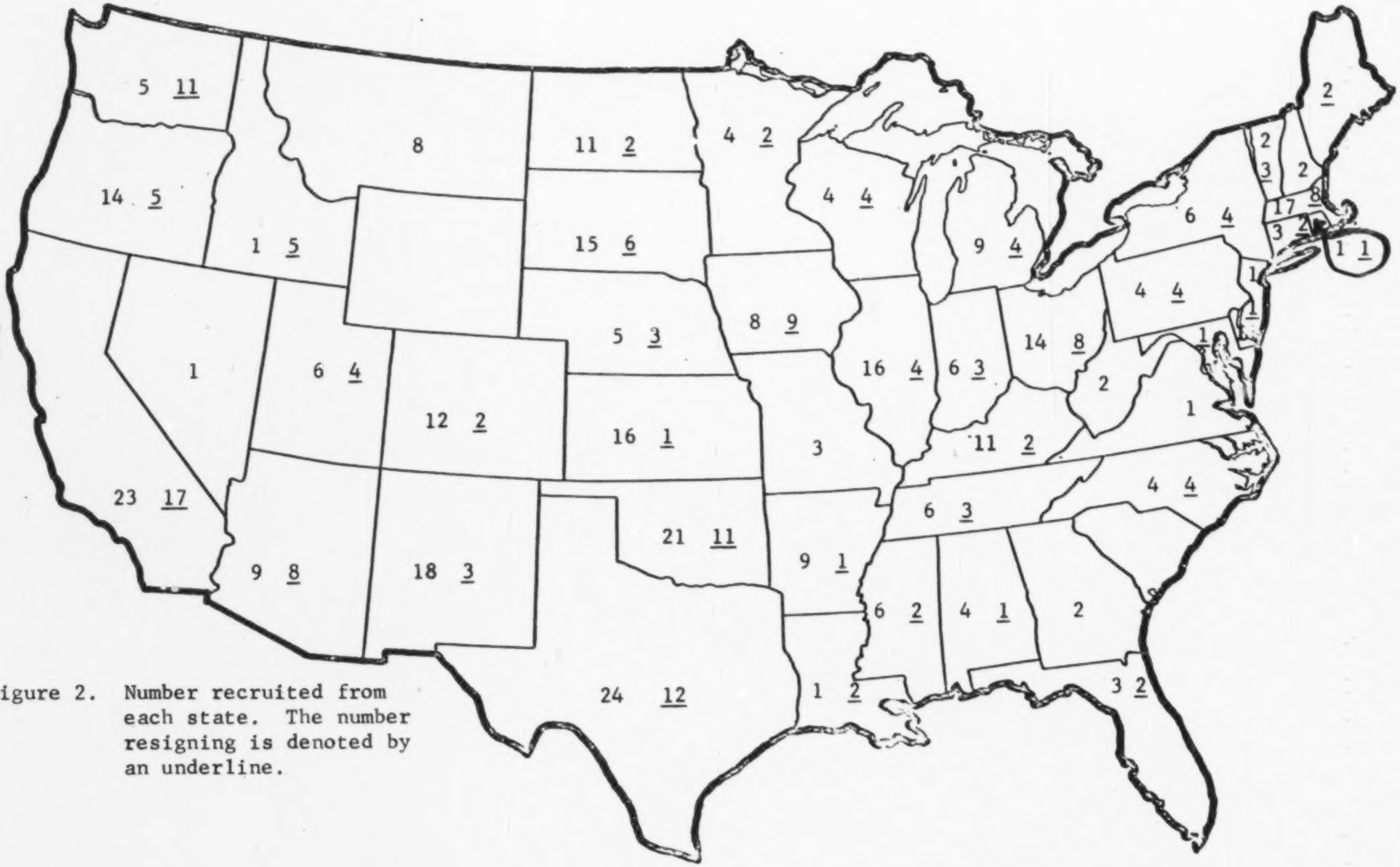
5 11
14 5
1 5
8
11 2
4 2
4 4
9 4
6 4
2
2
3
2
17
8
3
2
1 1
1
1
1
15 6
5 3
8 9
16 4
6 3
14 8
4 4
2
1
1
6 4
12 2
16 1
3
11 2
23 17
9 8
18 3
21 11
9 1
6 3
4 4
24 12
1 2
6 2
4 1
2
3 2

Figure 2. Number recruited from each state. The number resigning is denoted by an underline.

be nation-wide but the placement of the new first-year teachers tends to be quite geographically limited. Most of the new first-year teachers are given assignments on the Navajo-Hopi Indian Reservation in New Mexico and northern Arizona (See Figure 3 for the national distribution of teachers recruited for the Gallup Area). Many of the others are assigned to positions in North and South Dakota and Alaska (See Figure 4 for the national distribution of teachers recruited for the Aberdeen Area, and Figure 5 for the Alaska Area). A few assignments are made to southern California, southern Arizona, Nevada, Utah, Montana, Oregon, Oklahoma, Mississippi, Louisiana, North Carolina, Florida and Kansas. There are no Indian schools in any of the other states (See Figure 6 for the national distribution of teachers recruited for the other areas).

An inspect of Figures 2-6 reveals several points relevant to recruitment. Figure 2 is a display of all the first-year teachers recruited for the 1969-70 school year. It is obvious that certain states such as California, Texas, Oklahoma and Massachusetts produce more recruits than other states. Futher inspection of Figure 2 indicates the following states as having less than a 50 percent retention rate: Washington, Idaho, Oklahoma, Texas, Iowa, Wisconsin, Indiana, Ohio, Tennessee, North Carolina, Pennsylvania, New York, Massachusetts (this list is limited to states recruiting eight or more). An inspection of the figures for the Gallup, Aberdeen and Alaska areas reveals that there is a tendence for teachers recruited from near by states to be retained.

An aspect associated with recruiting that most applicants find very important is placement in a particular school. Many of the new teachers that are recruited are not immediately assigned to a specific school rather they are assigned to an area agency where they are referred to as reserves or "poolees." A reserve may be moved to another school within the agency or to another agency as the need arises. Many of the reserves are not given a permanent assignment until one to three months after school has been underway. During the one to three month wait the reserve may make several moves to different schools in order to fill in and help where needed. The status of "reserve" tends to be rather vague and unstructured for most new teachers and many of those interviewed indicated that they felt very uncertain while in the status.

In concluding the overview of the recruitment process two final points should be made. First, in some of the initial talks with the recruiters it was interesting to note that almost all of them possess "hypotheses" regarding what was a "good" recruit and consequently a good BIA teacher and they often used these internal criteria in their choice of campuses to visit and teachers to select. An example of their hypotheses is as follows: teachers from smaller colleges, and sometimes the private denominational ones, are more attracted to BIA positions and tend to stay on the job longer; the universities, especially the larger ones, are the best place to go for specialists such as masters degree guidance couselors. The internal (hypostheses, values, etc.) and external (transcripts, applications forms, letters of recommendation, etc)

GALLUP: Remained

Resigned

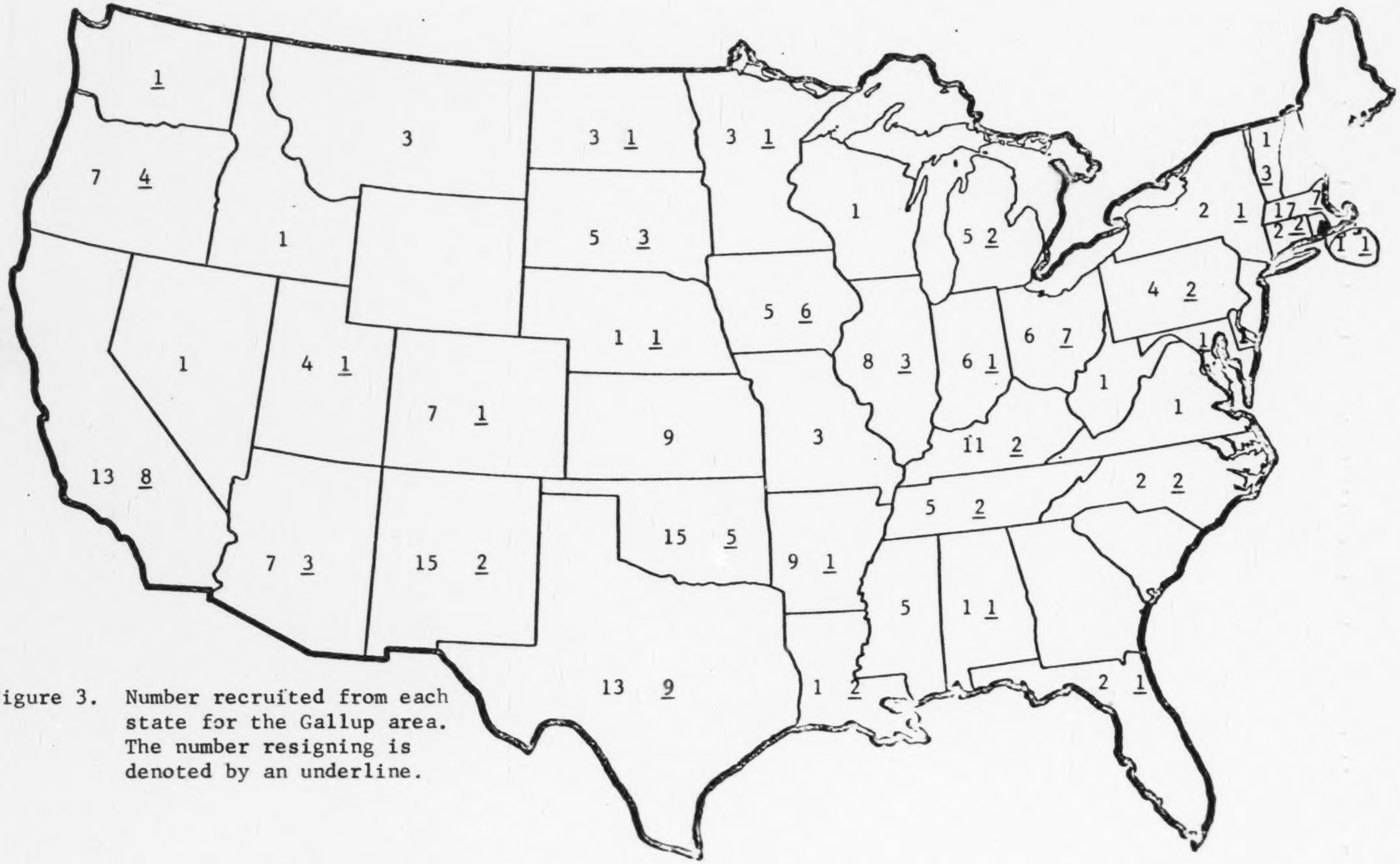
1
7 4
13 8
1
1
3
4 1
7 3
7 1
15 2
3 1
5 3
1 1
9
15 5
13 9
3 1
5 6
3
9 1
1 2
1
8 3
5 2
6 1
11 2
5 2
5
1 1
6 7
1
1
2 2
2 1
4 2
1
1
2 1
1
3
17
7
2 2
1 1

Figure 3. Number recruited from each state for the Gallup area. The number resigning is denoted by an underline.

ABERDEEN Remained

Resigned

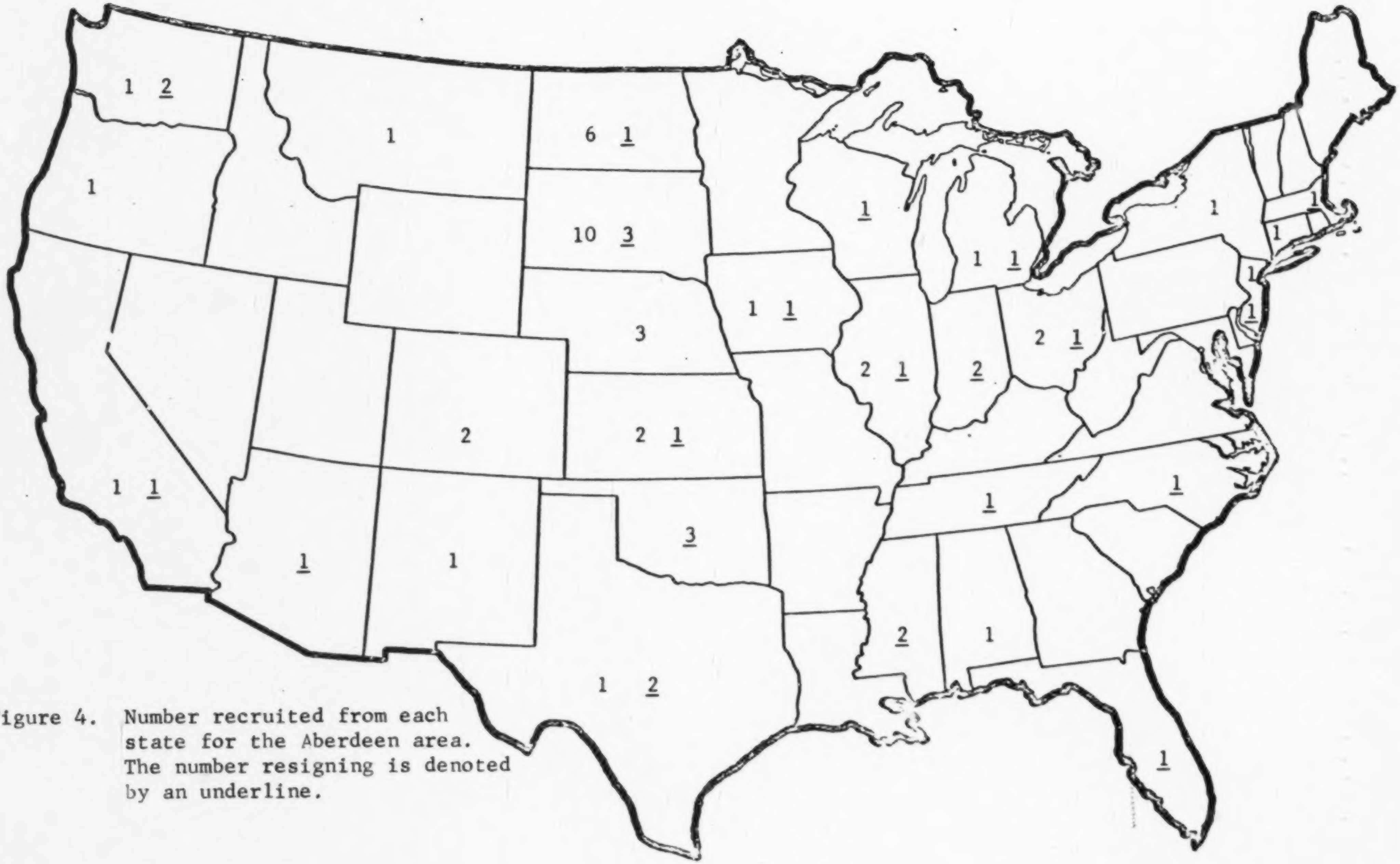
1 2
1
1
6 1
10 3
3
2
2 1
1 1
1
3
1 2
1 1
1
1 1
2 1
2
2 1
1
1
1
1
1
1
1
2
1
1

Figure 4. Number recruited from each state for the Aberdeen area. The number resigning is denoted by an underline.

ALASKA Remained
Resigned

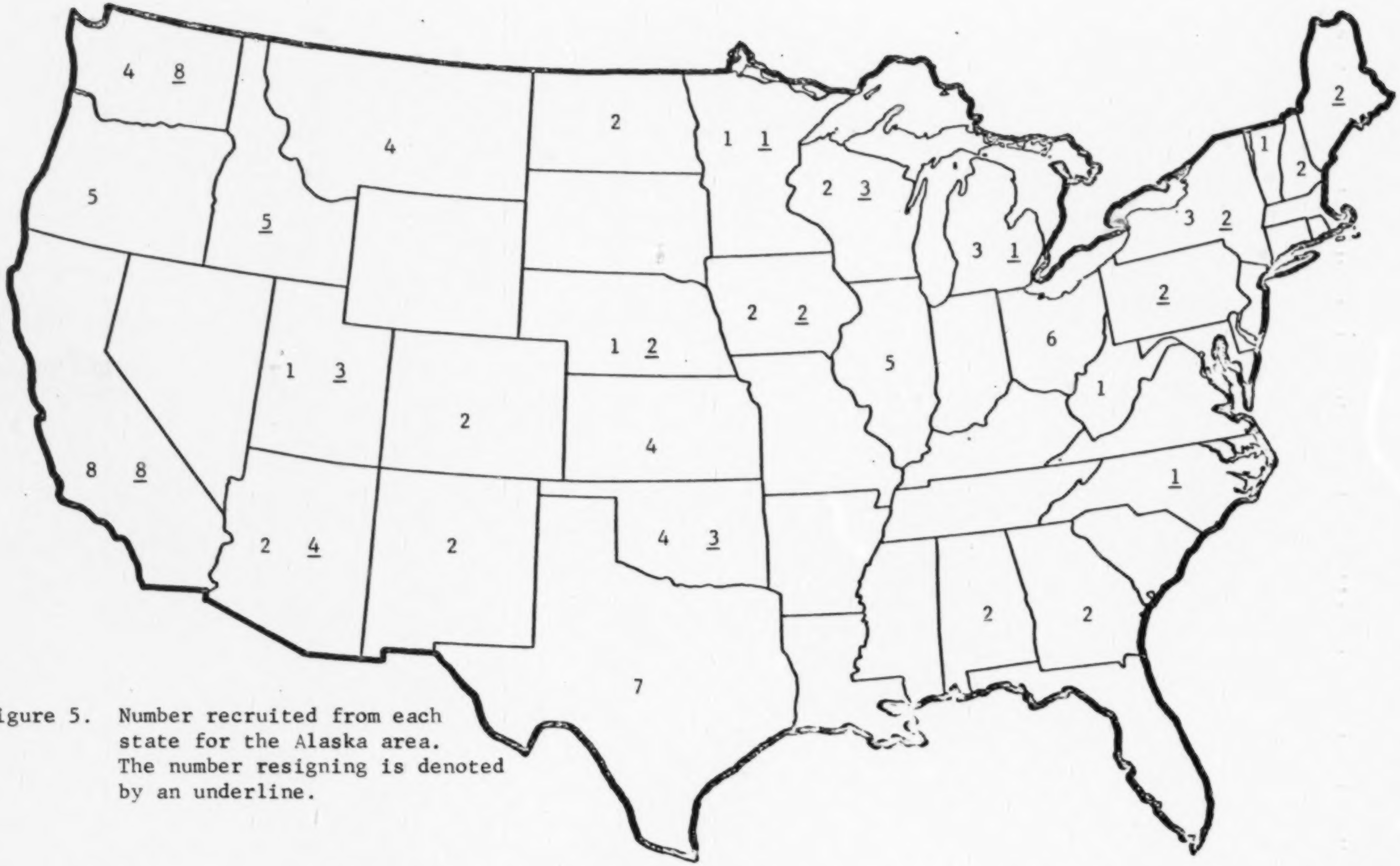
4 8
5
5
4
2
1 1
2 3
3 1
2
1
2
3 2
2 2
1 2
1 3
8 8
2
5
6
2
1
4
4 3
2 4
2
1
2
2
7

Figure 5. Number recruited from each state for the Alaska area. The number resigning is denoted by an underline.

MISCELLANEOUS Remained

Resigned

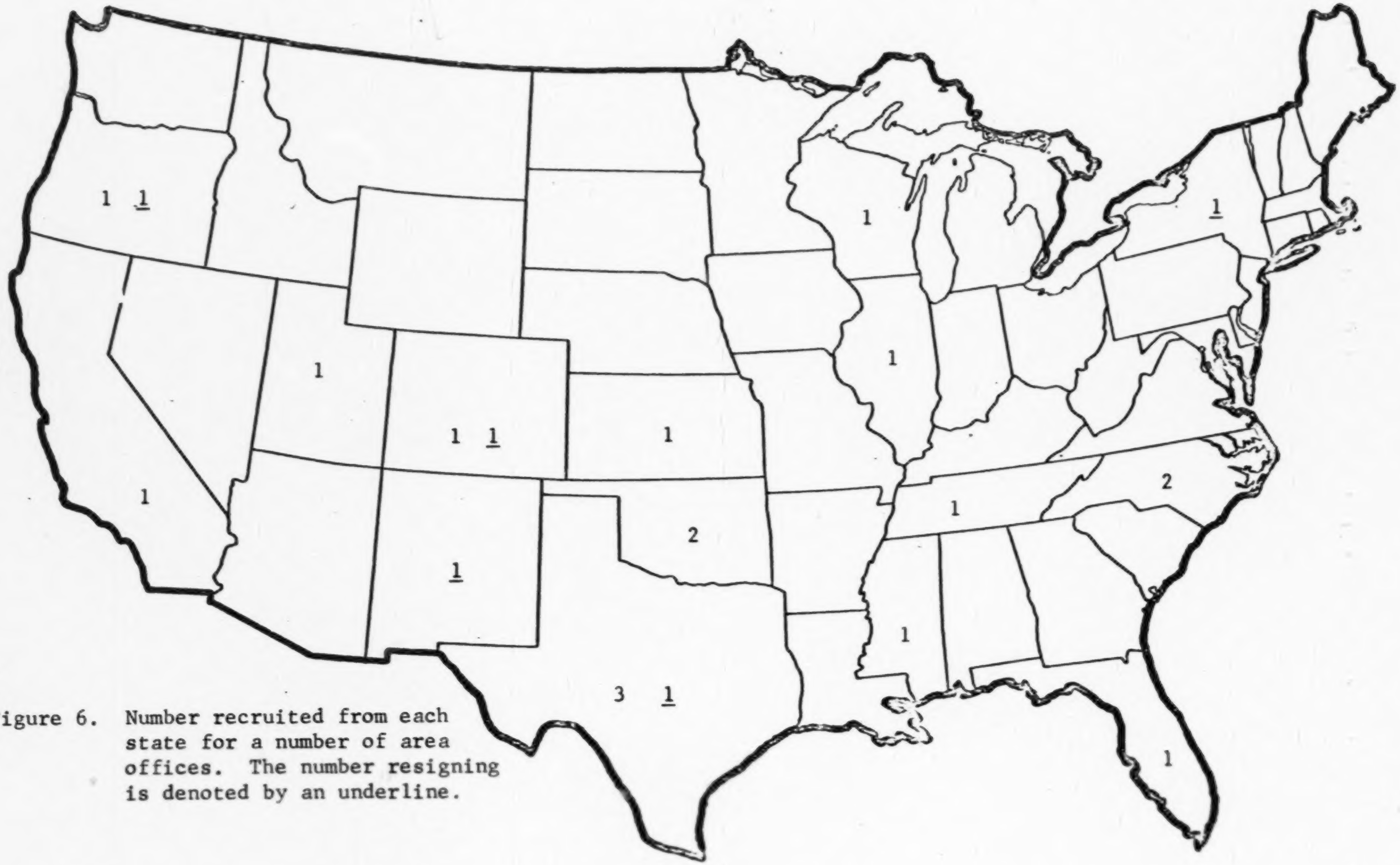
1 1
1
1
1 1
1
1
2
1
1
3 1
1
1
1
2
1

Figure 6. Number recruited from each state for a number of area offices. The number resigning is denoted by an underline.

criteria used in selecting BIA teachers have never been submitted to a formal validation and this appears to be a severe shortcoming. This topic will be discussed in more depth in the recommendation section of this report.

A second important point to make regarding the recruitment process is that the Interagency Board and the Teacher Recruitment Unit may be recruiting from different populations of teachers. The Interagency Board uses the Civil Service announcement as it's vehicle for contacting the public and consequently it probably is responded to by many experienced teachers as well as new college graduates. The Teacher Recruitment Unit, on the other hand, relies almost exclusively upon campus interviews as its main means of recruiting and therefore contacts mostly new college graduates. In considering the recruitment process and the high rate of turnover among first-year teachers one must bear in mind the original population from which the new BIA teachers are chosen. Since 75-85% of the new first-year teachers will work at the elementary level that usually means recruiting females. Recruiting females from a population of new college graduates means that most of them are either single or just newly married. Both of these social roles tend to be conducive to teacher turnover.

The BIA schools overall teacher turnover of 23-25 percent and 36-41 percent for first-year teachers should not be surprising because it appears that they are recruiting from a high risk population. Thus, one way of improving morale and preventing poor performance or separation is to recruit from a population that has characteristics that are compatible with the work setting.

Description of the National Population

In the school year 1969-70 the BIA hired a total of approximately 510 new teachers and 183 of these resigned during or after one year of service. Table 1 provides a summary of those who resigned and those who remained for a second year of service. Thirty-six percent of the first-year teachers resigned and this is slightly less than the 40-41 per cent teacher separation that the BIA has experienced in the past. The Aberdeen and Gallup areas were the focus of concern for the present study and the percentage of teachers resigning from these two areas (Gallup 35 percent and Aberdeen 33 percent) does not differ greatly from the national percentage of 36 percent.

The percentage of resignations by area of assignment and sex of the teacher is displayed in Table 2. Of the 510 teachers hired by the BIA in 1969-70 there were 210 males and 300 females, this represents 41 percent (male) and 59 percent (female) of the total sample. During or after the first year of teaching 68 (32 percent) of the men resigned and 142 (68 percent) remained for a second year of service. A Z test for proportions was performed comparing male and female teachers on the basis of whether they resigned or remained for a second year of service. The Z test was not significant ($p > .05$) but did approach significance at the $p < .10$ level. The trend toward more women resigning than men

TABLE 1

NUMBER AND PERCENTAGE OF RESIGNATIONS OF FIRST-YEAR TEACHERS BY AREA OF ASSIGNMENT

	Remaining for a Second Year		Resigned during or after one year		Total Number
	Number	Per Cent	Number	Per Cent	Hired
Aberdeen (North and South Dakota)	42	67	24	33	66
Gallup (New Mexico and Arizona)	192	65	103	35	295
Juneau (Alaska)	80	62	49	38	129
Other Areas	13	65	7	35	20
TOTAL	327	64	183	36	510

TABLE 2

NUMBER AND PERCENTAGE OF RESIGNATIONS OF FIRST-YEAR TEACHERS BY SEX AND AREA OF ASSIGNMENT

Area Assignment	Remained for a Second Year						Resigned During or After One Year						Total Number Hired
	Male		Female		Total		Male		Female		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Aberdeen (North and South Dakota)	15	36	27	64	42	100	9	38	15	62	24	100	66
Gallup (New Mexico and Arizona)	79	41	113	59	192	100	34	33	69	67	103	100	295
Juneau (Alaska)	44	55	36	45	80	100	24	49	25	51	49	100	129
Other Areas	4	31	9	69	13	100	1	14	6	86	7	100	20
TOTAL	142	43	185	57	327	100	68	37	115	63	183	100	510

is consistent with the findings of other studies (Pederson, 1970; Charters, 1970).

Description of the first-year teachers in the Gallup and Aberdeen Areas.

In the Gallup area 295 new teachers were hired for the school year 1969-70 (see Table 2). One hundred and thirteen of the teachers were males and one hundred and eighty-two were females, representing 38 percent and 62 percent of the sample respectively. A comparison of the males and females on the basis of those resigning during or after one year of service and those remaining for a second year indicates that 30 percent of the males resigned and 38 percent of the females resigned. A Z test for proportions comparing the males and females on the basis of resignations was not significant ($p < .05$) but did approach significance ($p < .10$). The trend toward more females resigning is consistent with the trend in the national sample and with previous research.

The Aberdeen Area hired 66 new teachers for the 1969-70 school year. The distribution of male and female teachers was about the same as in the Gallup area, 36 percent males and 64 percent females. During or after one year of service 37 percent of the male teachers and 36 percent of the female teachers resigned. A Z test for proportion of male and female teachers resigning in the Aberdeen area was not significant.

The percentage of female teachers in the Gallup sample (62 percent) and the Aberdeen sample (64 percent) is greater than the percentage of female teachers in the national group (59 percent). The slightly larger percentage of female teachers in the Gallup and Aberdeen areas has implications for the rate of teacher separation, since research indicates that young female teachers compose a high risk group.

Personnel Data. The personnel data collected on the Gallup and Aberdeen area samples included the following information: sex, spouse hired, home state, type of college or university attended, state of duty station, resigned or remained, GS rating, type of position. Much of the preceeding information was also collected on the national sample. Table 4 summarizes the information on those teachers who resigned or remained on the factors of GS rating, type of position and type of college or university attended. A 2 (resigned/remained) x 5 (type of college or university attended) Chi-square was performed on the data from the national sample and it was not significant ($X^2 = 3.21$, $p > .05$). However, another 2 x 5 Chi-square was also performed on the data from the Gallup and Aberdeen areas and it was significant ($X^2 = 9.51$, $p < .05$; $C = .19$).

An examination of the contingency tables for the national sample and the Gallup-Aberdeen samples reveals the basis for the results. In Table 3 it can be seen that in the Gallup-Aberdeen sample the percent of those from private universities (52%) and state colleges (81%) remaining for a second year deviates considerably from those trained at other institutions. (The reader should be careful in relying too heavily on the percentages since they are based on small frequencies.) It should be noted that the retention rate for those graduating from state colleges tends to be slightly higher than the retention rates for those graduating from other types of institutions (see Table 3).

Table 3
Type of College or University Attended and
Percent Remaining for a Second Year

	Private College	Private University	State College	Minor University	Major University
National Sample	65%	66%	74%	72%	67%
Gallup-Aberdeen Sample	69%	52%	81%	65%	62%

Since salary and position are supposed to be important factors in employee retention, comparisons were made using them as factors. A 2 (resigned/remained) x 3 (GS rating) Chi-square performed on the Gallup and Aberdeen area data was significant ($X^2 = 7.7$, $p =< .05$). An examination of the percentage remaining for a second year revealed the following: GS-5, 72%, GS-7, 62%; GS-9, 79%. The degree of relationship between resignation/remaining and GS rating was estimated with the contingency coefficient (C = .17). The 2 (resigned/remained) x 2 (elementary teacher/guidance counselor) Chi-square was not significant ($X^2 = 1.3$, $p > .05$).

DESCRIPTION OF THE WORK ENVIRONMENT

In order to more fully understand teacher separation and retention in the BIA schools it is necessary to have a knowledge of many of the environmental factors that influence the first year teacher. In both the Gallup and Aberdeen areas the terrain tends to be flat and rather stark. There are few moderate sized cities (50,000 population) and many of the BIA schools are located many miles from even a moderately sized community (10,000). The following are some randomly chosen research assistants descriptions of BIA schools in the Gallup and Aberdeen areas.

ABERDEEN AREA

School One:

TABLE 4
FIRST-YEAR TEACHERS BY GS RATING, TYPE OF POSITION, TYPE OF COLLEGE OR UNIVERSITY ATTENDED, AND RESIGNED OR REMAINED (GALLUP AND ABERDEEN AREAS)

Type of College or University	GS5				GS7				GS9				Total	
	Elementary Teacher		Guidance Counselor		Elementary Teacher		Guidance Counselor		Elementary Teacher		Guidance Counselor			
	Res	Rem	Res	Rem	Res	Rem	Res	Rem	Res	Rem	Res	Rem	Res	Rem
Private College	4	11	0	2	14	27	1	2	4	10	0	0	23	52
Private University	2	1	0	0	6	2	1	1	1	6	0	1	10	11
State College	2	8	0	3	9	19	1	3	4	36	1	2	17	71
Minor University	3	4	2	1	6	10	1	1	1	11	2	1	15	28
Major University	0	4	0	0	5	6	1	2	4	7	3	2	13	21
TOTAL	11	28	2	6	40	64	5	9	14	70	6	6	78	183

Outlying terrain - land was flat. Everywhere you looked, it was flat.

Miles to city - major towns about 100 miles from Grand Forks.

Miles to community - 10 miles from the city of Devil's Lake and a town of about 5,000 people.

Miles to grocery store - available in Devil's Lake (10 miles).

Type of road - paved, no problem driving.

Description of school - relatively new, about 10 years old but it has some facility problems. Gym was considerably too small and library was nonexistant. Located right by Devil's Lake. Water is useless and full of salt in the summertime. Most of the Indians rent their land to people who want to farm it.

School Two:

Outlying terrain - Rolling hills, occasional patch of conifers typify the terrain. Relatively barren. Some grazing land for cattle, but most, except for esthetic value and possible minerals, (although none is apparently mined), utterly worthless.

Miles to grocery store - 18 to Whiteclay

Miles to community - school is in community.

Miles to city - 95 to Rapid City

Miles to medical - 50 to Hot Springs

Services offered - none

Type of road - paved

Length - All the way to services

Description of School - Addition to school presently under construction. Several classes now held in trailers (12' x 45') and garage - like structures nearby old school.

School Three:

Outlying terrain - The dominant features of the area is low rolling hills that appear to be primarily grassland and grazing land with a large variety of trees occurring along small tributary streams. The area is heavily dotted with lakes that appear to be primarily natural with man-made improvements.

Miles to grocery store - 9 miles to Wahbay, South Dakota (less than 2,000 population but more than 500 population)

Miles to community - School is in community of Wahbay, population less than 200. This community is primarily of Indian origin and housing appears to be government housing with a certain amount of individuality in the older houses.

Miles to city - Aberdeen, South Dakota, 60 miles.

Miles to medical services - Sysaton, South Dakota, 18-25 miles

Services offered - full field hospital services.

Type of road - Black top, paved.

Length of all-weather road - full to all services.

Description of school - Frame building, badly in need of paint. The building appeared to be four rooms, containing two classrooms, an office and an auxiliary supply catch-all type room. The building contained a basement where eating facilities were kept. The playground facilities were obviously old and in some cases in need of repair. There was also one out building that was in bad need of paint and repairs. Also, ceilings were high indicating a probable heating problem. The staff included a teaching principal, two teachers and a janitor-bus driver. The teacher interviewed suggested that the principal had only been on deck for one month.

School Four:

Outlying terrain - Rolling hills, occassional patch of conifers typify the terrain. Relatively barren. Some grazing land for cattle, but most, except for esthetic value and possible minerals, (although none is apparently mined), utterly worthless.

Miles to grocery store - 47 to Gordon, Nebraska (trading post in Manderson)

Miles to community - school is in "community" of Manderson, otherwise, same as above (population of Manderson is about 200)

Miles to city - Rapid City, 85 miles.

Miles to medical services - 47 to Gordon, Nebraska

Services offered - Field health clinic for Indians in Manderson.

Type of road - paved

Length of road - paved all the way to services.

Description of school - Relatively modern building - 10 to 15 years old, clean and apparently maintained well. Seemed to operate with no more difficulty than other schools its size. Principal, male, non-Indian, 35-38 years old was personable and well liked and respected as a professional/friend by staff members interviewed. Senior married staff "adopts" young, single female teachers. Fairly close feeling by staff, i.e., an "our family" sort of feeling.

School Five:

Outlying terrain - Rolling hills, occasional patch of conifers typify the terrain. Relatively barren. Some grazing land for cattle, but most, except for esthetic value and possible minerals, (although none is apparently mined), utterly worthless.

Miles to grocery store - 45 Gordon, Nebraska (trading post in Allen)

Miles to community - School is in Allen (population 200)

Miles to city - 86, Rapid City

Miles to medical services - 18, Martin, South Dakota (population 1100)

Services offered - none

Type of road - paved

Length of road - paved to services

Description of School - Two buildings, one about fifty years old, the other ten. The two are connected. Old building has three classrooms, the newer one, two and a gym. Older one has wood floors, but is adequately maintained. Newer building has tile floors and adequately maintained. Principal, a non-Indian, appeared hurried and harried. Not overly friendly.

School Six:

Outlying terrain - Rolling hills, occasional patch of conifers typify the terrain. Relatively barren. Some grazing land for cattle, but most, except for esthetic value and possible minerals, (although none is apparently mined), utterly worthless.

Miles to grocery - ½ mile or 36 to Martin.

Miles to community - ½ mile (population about 150)

Miles to city - 86, Rapid City

Miles to medical - 36, Martin.

Services - Public health clinic for Indians

Type of road - paved

Length - all the way to services

Description - Older building with new building under construction now. New will house 14 classrooms. Very crowded now. Classes held on stage of auditorium as well as in the gym with the use of bulletin board partitions.
Critical mud problem from construction all around the building. School appeared "dirty" as a result.
Principal, a non-Indian.
Bureaucratic functionary. Very reluctant to show the interviewer around the school.
The only teacher interviewed from this school described principal as a "gossip" and otherwise unprofessional.

GALLUP AREA

School One:

Outlying terrain - very rough, extreme washes, very little growth, what there is very scrubby.

Miles to grocery store - 12

Miles to community - 12

Miles to city - 50 (Cortez)

Miles to medical services - 50 PHS clinic, no doctors on duty, just a nurse.

Services offered - all

Type of road - blacktop

Length of road - ½ mile

Description of school - the school appeared to be very new. It was of one floor construction and made out of concrete blocks. The dormitories were of the same type of construction. The playground was completely barren of grass although they were attempting to get grass started in front of the administrative offices.

School Two:

Outlying terrain - the school sits on the side of a mountain. There is an abundance of trees surrounding the school.

Miles to grocery store - 2

Miles to community - local

Miles to city - 72 to Farmington, 55 to Gallup

Miles to medical services - 72

Services offered - all

Type of road - blacktop

Length of road - 12.5 miles

Description of school - the school was built in 1963. It appears to be very well maintained. The playground has no vegetation. The school has a population of 350 students. At the present time there is a temporary principal in charge because the regular principal is on leave of absence for school (working on Doctorate at the University of New Mexico).

School Three:

Outlying terrain - low valleys all around. The school sits on top of a Mesa. There is very little vegetation around.

Miles to grocery store - 2

Miles to community - 2 (Tohatchi)

Miles to city - 24 (Gallup)

Miles to medical services - 24

Services offered - emergency service at PHS Clinic at Tohatchi, all services in Gallup.

Type of road - blacktop

Length of road - ½ mile

Description of school - Chuska is a fairly new school having been opened in 1965 for the first time. The school inside is very nice with shiny tile floors. It is very well kept.

School Four:

Outlying terrain - Flat with occasional rock formations and mesas. Much of it is in the "painted desert."

Trading Post - Immediately down the road

Miles to community - 75 miles to Tuba City

Miles to City - 150 miles south to Flagstaff

Miles to Medical Services - 150 miles to Flagstaff

Type of Road - Dirt road

School Description - Located in a very remote area, very isolated. Lower Kaibito is ½ mile down a hill from Kaibito secondary black principal - relatively new school.

School Five:

Outlying Terrain - Colorful desert region with patches of vegetation occasionally - rock formations and mesas frequently appear in the scenery.

Miles to grocery store - Grocery store in Mexican Water - 25 miles Northeast

Miles to Community - 25 miles to Mexican Water

Miles to City - 130 miles to Gallup, New Mexico

Miles to Medical Services - 130 miles to Gallup

Type of Road - paved

School Description - Not quite as new as other BIA schools, but well kept - not very isolated compared to many others.

School Six:

Outlying terrain - very rough terrain with hills from Kaibito to Shonto - land flattens out near Shonto - beautiful scenery.

Miles to Grocery store - trading post located at school

Miles to community - about 30 miles to Kayenta

Miles to city - Flagstaff is 150 miles south of Shonto

Miles to medical services - 150 miles to Flagstaff

Type of road - dirt road

School description - isolated school with new buildings - didn't seem as large as most schools.

The descriptions of the preceeding schools are generally representative of the schools in the Gallup and Aberdeen areas. The description of the physical ecology is especially important when it is viewed in light of the type of new teacher recruited. The majority of the first year teachers are young males and females and most of them are recent college graduates. The social roles, values, life styles, etc., of the young people generally are not compatible with the physical ecology of most BIA schools. The incompatibility that exists between individuals and the environment might be typified by the desire of the young women to meet a young man and marry when there are very few men available in the vicinity.

Teacher Questionnaires

The "Teacher Mobility and Retention Questionnaire" was given to the first-year teachers in the Gallup and Aberdeen areas in August and December of 1969 and March of 1970. The questionnaire contained items relating to the following topics: role of the classroom teacher, perception of teaching, supervisory staff, working conditions, social and cultural conditions, professional training, recruitment procedure, orientation to BIA schools. The format of the questionnaire is unique, in that a teacher has to respond to each item in terms of "what exists" and "what should exist". On each questionnaire item a five-point scale is provided for responding to "what exists" and a five-point scale is provided for responding to "what should exist".

Factor analysis. A principle components factor analysis was performed on the August (Q1), December (Q2), and March (Q3) questionnaires. Six separate factor analyses were conducted. One factor analysis was performed on the "exists" scores and another factor analysis was performed on the "should exist" scores for Q1, Q2, and Q3. The August questionnaire (Q1) N=199 yielded ten factors for the "what exists" scale and five factors for the "what should exist" scale.

The December questionnaire (Q2) N=181 yielded twenty-three factors for the "what exists" scale and eighteen factors for the "what should exist" scale. The factor analysis of the "what exists" scales had ten factors that accounted for about sixty percent of the total variance and the remaining variance was distributed across the other ten factors. The factor analysis of the "what should exist" scales indicated that the total variance was fairly evenly distributed across the eighteen factors.

March questionnaire (Q3) N=100 yielded about the same factors as the December questionnaire for the "what exists" and "what should exist" scale.

A comparison of the questionnaire items contained in the major factors for the "what exists" scales and the major factors on the "what should exist" scales revealed that the questionnaire items found in the factors in Q1 were also found in the same factors in Q2 and Q3. The factors resulting from the six factor analyses also closely parallelled the eight existing headings of the questionnaire. The closest agreement between the questionnaire headings and the factors occurred on the following headings: supervisory staff, social and cultural conditions near the school, professional training as a teacher, recruitment procedure, orientation to BIA schools. The questionnaire headings that were composed of a number of different factors were the role of the classroom teacher, and perception of teaching.

Discriminant function analysis. A multiple discriminant function analysis using the criterion groups of those teachers who remained and those who resigned was conducted using twenty-five of the questionnaire items from Q1. The twenty-five items were selected on the basis of their high loadings on the major factors of the August (Q1) and December (Q2) questionnaires. (see Table 5) Table 6 displays the result of the four discriminant function analyses and the percentage of correct classifications. Each of the four analyses indicate that about 67% of the teachers were correctly classified into the criterion groups of resigned and remained on the basis of their responses to the questionnaire items. It would appear that items from the questionnaire might be used for predictive purposes in the future. It should be pointed out, however, that the items should be cross-validated before a great deal of confidence is placed in the items.

Table 5
Questionnaire Items Used in the
Discriminant Function Analysis

Questionnaire Numbers	2	28	36	54	58	71	87
	3	30	43	55	65	81	
	4	31	44	56	67	84	
	9	32	45	57	70	85	

Changing Perceptions

The main analysis of the questionnaire data (Q1, Q2, and Q3) was accomplished by a means of analyses of variance. Twenty-four 2(resigned, remained) x 3(Q1, Q2, Q3) analyses of variance with repeated measures over the questionnaire dimension were conducted on the responses to each of the eight major headings of the questionnaire. Eight 2x3 analyses of variance were performed on the "what exists" totals of each of the eight headings in the questionnaire. Another eight 2x3 analyses of variance were run on the "what should exist" totals. The last eight analyses of variance were conducted on the difference scores obtained by subtracting what exists scales by the what should exist scales for each of the eight headings.

TABLE 6

CLASSIFICATION OF THE TWO CRITERION GROUPS (RESIGNED, REMAINED) BY MEANS OF MULTIPLE DISCRIMINANT FUNCTION ANALYSES[1]

Analyses	Resigned who were correctly classified as resigned	Resigned who were incorrectly classified as remained	Remained who were correctly classified as remained	Remained who were incorrectly classified as resigned	Percentage of correct classification (Hits)
1. Q_1 (August) "What Exists" Scales 1-87 N = 199	33	18	100	48	67%
2. Q_1 (August) "What Should Exist" Scales 1-87; N = 199	34	17	100	48	67%
3. Q_2 (December) "What Exists" Scales 1-87 N = 135	23	12	65	35	65%
4. Q_2 (December) "What Should Exist" Scales 1-87; N - 135	24	11	69	31	69%

---

[1] Dixon, W. J., Editor, Biomedical Computer Programs, University of California Press, Los Angeles, 1970.

Analyses of Variance on the "What Exists" Totals. The 2(resigned, remained) X 3(Q_1, Q_2, Q_3) analysis of variance on the perceptions of the teachers regarding what exists in terms of the role of the teacher (the first section of the questionnaire) did not reveal any differences. The next 2X3 analysis of variance (same factors as above) was performed on the teachers perceptions of what exists in teaching in general (the second section of the questionnaire). The remained (Rem) group ($\overline{X}$ = 40.46) differed from the resigned (Res) group ($\overline{X}$ = 43.09) (F = 4.61, 1/366 df, $p < .05$). The direction of the overall differences indicates that the Rem group tended to be more "optomistic." It should be noted that on the first Q_1 the Rem ($\overline{X}$ = 40.02) and Res groups ($\overline{X}$ = 40.09) did not differ significantly it was only on Q_2 and Q_3 that the differences existed. It might be suggested that the Res group becomes more pessimistic with the passage of the school year.

A 2X3 analysis of variance was performed on the third section of the questionnaire which dealt with the teacher perception of the supervisory staff. A significant difference was obtained between Q_1, Q_2 and Q_3 (F = 4.586, 2/362 df, $p < .05$). An inspection of the group means for both groups on Q_1 ($\overline{X}$ = 32.46) Q_2 ($\overline{X}$ = 35.62) and Q_3 ($\overline{X}$ = 37.43) indicates that the teachers' attitudes toward the supervisory staff become progressively more pessimistic from the beginning of school till the end of school. The pessimism is most pronounced in the Res group as their perceptions of what exists in regard to the supervisory staff indicates the most change (Q_1 ($\overline{X}$ = 31.83), Q_2 ($\overline{X}$ = 35.14), Q_3 ($\overline{X}$ = 39.3)).

The 2X3 analyses of variance on the teachers' perceptions of the working conditions at their school (section four of the questionnaire) and their perceptions of the social and cultural conditions near their school (section five of the questionnaire) did not yield any differences. The 2X3 analysis of variance performed on the teachers' perceptions of their professional training (section six of the questionnaire) indicated a difference between the Rem and Res groups (F = 4.17, 1/405 df, $p < .05$) and Q_1, Q_2, and Q_3 (F= 5.72, 2/405 df, $p < .01$). An inspection of the means of the Rem ($\overline{X}$ = 17.84) and Res ($\overline{X}$ = 19.5) groups indicates that in general the Rem group saw themselves as having adequate professional training while the Res group saw themselves as having less adequate training. A closer inspection of the data reveals that on the August questionnaire the Rem ($\overline{X}$ = 19.15) and Res ($\overline{X}$ = 19.28) groups viewed their training similarly but by December their perceptions differed (Rem $\overline{X}$ = 17.39, Res $\overline{X}$ = 19.4) and this difference continued through till March (Rem $\overline{X}$ = 16.99, Res $\overline{X}$ = 18.37). In summary, it appears that those who perceive themselves as being properly trained for the position are more likely to remain.

A 2X3 analysis of variance was performed on the teachers' perception of the recruitment procedure by which they obtained their position (section seven of the questionnaire). There was a difference between Q_1, Q_2, and Q_3 (F = 16.24, 2/338 df, $p < .01$). An inspection of the data reveals that the teachers perceptions regarding the recruitment procedure becomes more pessimistic with the passage of time (Q_1 $\overline{X}$ = 38.48, Q_2 $\overline{X}$ = 43.48, Q_3 $\overline{X}$ = 44.14) regardless of whether they remained or resigned.

The 2X3 variance on the teachers' perceptions of the orientation that they received to the BIA schools (section eight of the questionnaire) indicated a difference between Q_1, Q_2, and Q_3 ($F = 3.39$, 2/405, $p < .05$). Inspection of the group means reveals that both the Rem and Res groups tended to feel with the passage of time that they were not too well oriented for their positions.

Analysis of Variance of the "What Should Exist" Totals. A 2(resigned, remained) X 3(Q_1, Q_2, Q_3) analysis of variance was run on each of the "what should exist" totals obtained from the eight sections of the questionnaire. The 2X3 analysis of variance on teachers perceptions of what should exist in regard to the role of the teacher (section one of the questionnaire) did not yield any significant differences. The next 2X3 analysis of variance on the what should exist in teaching in general scores (section two of the questionnaire) yield a difference between Q_1, Q_2, and Q_3 that approached significance ($F = 2.79$, 2/360 df, $p < .10$). The trend from August to March indicated that both the Rem and Res groups came to think that more things should exist than presently existed.

A 2X3 analysis of variance on what the teachers perceived should exist in regard to the supervisory staff (section three of the questionnaire) revealed a difference between Q_1, Q_2, and Q_3 ($F = 6.85$, 2/371 df, $p < .01$). The general trend for both the Rem and Res groups was to feel that more of the desirable supervisory functions should exist.

The Analyses of Variance performed on the what should exist aspects of sections four through seven of the questionnaire (4. working conditions in the school; 5. social and cultural conditions prevalent near the school; 6. professional training as a teacher; 7. recruitment procedure) did not reveal any significant differences.

The eighth 2X3 analysis of variance on the orientation received to BIA schools (section eight of the questionnaire) indicated a difference between Q_1, Q_2, and Q_3 ($F = 8.026$, 1/405, $p < .01$). The trend from August to March was for the teachers to feel that the type of orientation that they received was good but did not provide all that should exist in an orientation.

Analysis of Variance on the Difference between what Exists and what Should Exist. Eight 2(resigned, remained) X 3(Q_1, Q_2, Q_3) analyses of variance were conducted on each of the eight sections of the questionnaire using the difference scores obtained by subtracting the what should exist score from the what exist score. The difference score was considered a measure of discrepancy or dissonance in the cognitions of the teacher. A 2X3 analysis of variance on the perceived discrepancy of the role of the classroom teacher did not indicate any significant differences. The second 2X3 analysis of variance on the teacher's perceived discrepancies of teaching in general (section two of the questionnaire) yielded a difference between the Rem and Res groups ($F = 6.7$, 1/353 df, $p < .05$). An inspection of the data indicated that the Rem group ($\overline{X} = 144.72$)

indicated less discrepancy than the Res group ($\overline{X} = 146.58$).

A 2X3 analysis of variance on the discrepancy scores on the teachers perceptions of the supervisory staff (section three of the questionnaire) yielded a difference between Q_1, Q_2, and Q_3 ($F = 10.81$, 2/350 dr, $p < .01$). Inspection of the data indicated a growing discrepancy between what exists and what should exist for both groups ($Q_1\ \overline{X} = 129.34$, $Q_2\ \overline{X} = 135.54$, $Q_3\ \overline{X} = 136.01$). The analyses of variance on sections four and five of the questionnaire did not yield any significant differences.

A 2X3 analysis of variance on the discrepancy scores of how the teachers perceived their professional training (section six of the questionnaire) yield differences between the Rem and Res groups ($F = 5.26$, 1/402 df, $p < .05$) and Q_1, Q_2, and Q_3 ($F = 6.123$, 2/402 df, $p < .01$). There was a tendency for the Rem group to have a smaller discrepancy then the Res group and the difference between Q_1, Q_2, and Q_3 was due to the decreasing discrepancy over time. Thus, it appears that both groups initially experience some discrepancy but they resolve this over a period of time.

The seventh 2X3 analysis of variance was performed on the discrepancy scores regarding the recruitment procedure whereby the teachers obtained their positions. A difference ($F = 3.84$, 2/328 df, 2/328 df, $p < .05$) was obtained between Q_1, Q_2, and Q_3 and an examination of the data revelaed that the discrepancy increased from Q_1 to Q_3. No significant differences were obtained on the eighth section of the questionnaire which dealt with the teacher's orientation to BIA schools.

A summary of the significant results obtained from the twenty-four analyses of variance is provided in Table 7.

Teacher Interviews

The pre and post interviews obtained information from the first year teachers on the following topics: (1) expectations of position, (2) expectations of student relationships, (3) expectations of teacher-supervisor relationships, (4) expectations of community setting, (5) professional expectations, (6) professional activities, (7) quality of training.

The teachers responses to the interview schedule were coded into numerical continuums or discrete categories by raters (see Appendix F for the coding sheet). A Kendall coefficient of concordance was computed comparing the raters ratings on eight of the items and Table 8 summarizes the coefficients. The coefficients are moderate in their magnitude and indicate a reasonable degree of agreement between raters. The reader should be aware, however, that the assignment of numberical values to verbal material is, at best, a difficult task and that the reliability of the ratings must be kept in mind when the data is interpreted.

The analysis of the interview data was accomplised by means of analysis of variance and Chi square statistics. The interview items

TABLE 7

SUMMARY OF THE ANALYSES OF VARIANCE CONDUCTED ON THE EIGHT SECTIONS OF THE TEACHER QUESTIONNAIRE

Section of the Questionnaire	What Exists			What Should Exist			What Exists Minus What Should Exist (Discrepancy)		
	Rem vs. Res (R)	Q_1, Q_2, Q_3 (Q)	Interaction of R and Q	Rem vs. Res (9)	Q_1, Q_2, Q_3 (Q)	Interaction of R and Q	Rem vs. Res (R)	Q_1, Q_2, Q_3 (Q)	RxQ
1. Role of the Classroom Teacher									
2. Perception of Teaching in General	**				***		**		
3. Supervisory Staff		**			*			*	
4. Working Conditions									
5. Social and Cultural Conditions									
6. Professional Training as a Teacher	**	*					**	*	
7. Recruitment		*						**	
8. Orientation		*			*				

* Significant at the $p < .01$ level
** Significant at the $p < .05$ level
*** Significant at the $p < .10$ level

TABLE 8

RELIABILITY[1] OF THE RATINGS OF THE PRE AND POST INTERVIEWS

	Interview Question[2]							
Interview	1A	1B	1C	1D	2A	2C	4A	4C
Pre Interview N = 119 Raters = 3	.46	.51	.37	.47	.43	.52	.47	.47
Post Interview N = 120 Raters = 2	.57	.58	.62	.53	.61	.58	.50	.50

1. Kendall Coefficient of Concordance

2. The Coefficients were computed on the awareness scales for each of the respective interview questions.

which had received a continuous rating on a 1-5 scale (1 = very unaware, 5 = very aware) were evaluated by means of analysis of variance and the items that were categorized were evaluated by means of chi square.

Analyses of Variance Compairing Resigned vs. Remained.

A crucial question in the present study was, what changes occur during the school year that cause one teacher to remain and another to resign? A 2(Resigned, Remained) by 2(Pre interview, Post interview) analysis of variance was performed on each of the interview items that were rated on a 1-5 point scale.

Appendix G includes the analyses of variance summary tables for each of the analyses in Table 9. The reader may wish also to refer to Appendix A, B, and F to see the interview questions asked and how they were rated. Table 9 presents an overview of the changing awareness of the two criterion groups (Resigned-Remained) on the August (Q_1) and March (Q_2) interviews. Each of the eight analyses will be briefly interpreted and then some general conclusions made. The criterion groups did not differ in their initial or later "awareness of classroom activities" but there was a definite tendency on the part of both groups to increase in awareness from August to March. The two criterion groups differed in their "awareness of additional duties" with those who remained being more aware both in August and in March. In their "awareness of the managerial duties" expected of them both groups increased in their awareness of August to March, however, those who remained for a second year increased in awareness more than those who resigned. The two criterion groups did not differ in their "awareness of Civil Service Requirements" but both groups did increase in awareness from August to March. There was also a tendency for those who remained to become more aware of civil service requirements than those who resigned (Rem. $\overline{X} = 2.46$, Res. $\overline{X} = 2.17$) this difference, however, was not statistically significant. Both criterion groups increased in their "awareness of student relationships" from August to March, however, those who remained were initially more aware and increased more in their awareness than those who resigned. The criterion groups had a tendency to increase in their "awareness of the responsiveness of the students" from August to March and those who remained tended to be the most aware. Those who remained tended to increase in their "awareness of teacher-parent relationships" while those who resigned did not change their level of awareness from August to March. Those who remained increased in their "awareness of possibilities for personal growth" while those who resigned did not. In summarizing the results of the eight analyses it appears that both groups increase in their awareness of what is involved in their work situations as the school year progresses, but those individuals who remained for a second year tended to sometimes be more aware initially (August) and almost always tended to increase in their awareness.

Chi Square Compairisons of Resigned vs. Remained. The chi square comparisons yielded few significant results and those that did reach significance were not readily interpretable.

TABLE 9

SUMMARY OF ANALYSIS OF VARIANCE CONDUCTED ON THE INTERVIEW ITEMS

Interview Item		Significant Differences	
	(R) Remained vs. Resigned	(P) Pretest vs. Posttest	Interaction of R and P
Awareness of Classroom Activities		*	
Awareness of Additional Duties	*	*	
Awareness of Managerial Duties		*	**
Awareness of Civil Service Requirements		*	
Awareness of Student Relationships	*	*	**
Awareness of the Responsiveness of Students	**	**	
Awareness of Teacher-Parent Relationships	**	**	**
Awareness of Possibilities for Personal Growth			**

* Significant at the $p < .05$ level

** Approached significance ($p < .10$)

Supervisors' Rating. During the March, 1970, interviews, supervisors were requested to rate the teachers included in the two comparison groups (evaluations of 100 teachers were obtained). The new teachers were evaluated (1-5 scale) on the following characteristics: professionalism, helpfulness, friendliness, student interest, teaching ability, faculty relationships, potential as a teacher, authoritative, democratic, willingness to participate in curriculum planning when such planning is appropriate.

The means and standard deviations for each of the ten characteristics are in Table 10. Each of the characteristics were rated on a 5-point scale with one being "very high degree" and five being "no appreciable degree". The means indicate that most of the characteristics received a two rating (high degree) and the standard deviations indicate relatively little variability among the ratings. Two characteristics that stand out from the others are "authoritative" and "democratic" both of these have small standard deviations (high agreement) and means approaching the scale value of moderate degree.

A principal component factor analysis on the ten items yielded two factors. Factor one included Items 1-7, 9-10 and accounted for 82 percent of the variance. Factor two included Item 8 (authoritative) and accounted for 18 percent of the variance. The two comparison groups (resigned, remained) did not differ on factor one ($t = .324$ 98df, $p. > .05$).

Comparison of the two comparison groups on factor two also indicated that there was no significant difference ($t = .269$ 98df, $p > .05$). The preceding results indicate that the two comparison groups did not differ in ability, as perceived by their supervisors.

Telephone Interviews. During October, 1970, an attempt was made to contact some of the teachers who had resigned during or after the 1969-70 school year. Most of those that had resigned could not be contacted but 21 were contacted and briefly interviewed. Table 11 displays the most common reasons for termination.

The frequency of reasons for resigning are interesting but an examination of the content of the reasons is more enlightening. The female teachers commented on the trouble that they had disciplining the students. Neither the male or female teachers commented on the responsiveness or interest of the students but the next category (relationships with supervisional other administrative personnel) registered the majority of reasons for resigning. Both the male and females mention some of the following: indefinitness of initial assignment, problems associated with the bureaucracy (communication, etc.), dissatisfaction with the administrators, lack of orientation and organization.

In regard to profession advancement the following comments were made: was not told of eligibility for promotions; promotions were given to Indians first.

The lack of preparation for the type of work required was revealed in the following comments: to much responsibility, lack of

TABLE 10
Means and Standard Devaitions
of the Supervisors' Ratings

CHARACTERISTICS									
(1) Professionalism	(2) Helpfulness	(3) Friendliness	(4) Student Interest	(5) Teaching Ability	(6) Faculty Relationships	(7) Potential as a Teacher	(8) Author	(9) Democ.	(10) Curriculum Planning
$\overline{X}$ = 2.25	2.16	2.09	1.98	2.35	2.25	1.94	2.78	2.33	2.12
SD = .99	.90	.94	.96	.97	1.00	.85	.85	.77	1.01

TABLE 11
Reasons for Termination
of Service--Telephone Interview

Reasons for Terminating

Sex of Teacher	Student Teacher Rel.	Resp. & Inst. of Students	Rels. with Sups. & Other Adm. Pers.	Lack of Opp. for Prof. Adv.	Lack of Prep. for Type of Work Required	Rel. with com., parents local cul., etc.	Isol., lack of Opp. for Social Opps.	Lack of Opp. for Creative Tch. on Ind. Program	Other	Total
Males			3	1	1			1	4	10
No.										
Per.										
Females	2		18	1	10	2	5	4	8	50
No.										
Per.										
Total	2		21	2	11	2	5	5	12	60
No.										
Per.										

bilingual training, not prepared for grade level (this was a very common complaint). The female teachers felt alienated and harrassed by the parents of their students. The female teachers also were quite vocal about the isolation and lack of social life. Both the male and female teachers commented on the lack of texts, toys and curriculum materials.

The male and female teachers also commented on a variety of miscellaneous reasons for resigning, some of them were: recruiters were misleading, and were not aware of job positions open, work hours and vacations were arranged unsatisfactorily. Enrolled in graduate school, got married.

CHAPTER 4

DISCUSSION

The problem of first-year teacher separation in the BIA schools should be placed in perspective before we consider the results of the present study. The literature review indicated that in most public schools the separation rate for first-year teachers is fifteen to twenty-five percent. Charters (1967) explained the problem of first-year teacher separation in terms of the career patterns of male and female teachers and attributes the high rate of separation to our cultural patterns. Using Charters' reasoning it seems that we should expect a "base rate" of teacher separation among first-year teachers (especially young teachers just out of college), unless we modify our cultural patterns, recruit first-year teachers from an older population or make drastic changes in the marketplace.

The present study assumes that the factors underlying teacher separation can be placed into two major categories: those associated with career patterns in our culture, and those factors that are associated with the individual and the teaching position. Since the BIA recruits from the population of new college graduates then a base separation rate of around twenty-five percent may be expected. In order to reduce the amount of teacher separation due to cultural career patterns another population would have to be used as a recruitment source. The BIA experienced a teacher separation rate of thirty-six percent during the school-year 1969-70 so it seems that approximately ten percent of the teacher separation problem in the BIA schools may be due to the individuals recruited and the factors associated with teaching in a BIA school. The discussion that follows deals with the factors associated with the cultural career patterns (the twenty-five percent of teacher separation) but there is an emphasis on those factors dealing with the individuals and their teaching positions that add an additional ten percent to the teacher separation rate.

The results of this study might be succinctly summarized by stating that the teachers who remained for a second year of service did differ from the teachers who resigned on a number of factors but that an equally important finding was that both groups often became dissatisfied with the passing of the school year. Thus, it is profitable to examine not only the personal qualities of the teachers who resigned but to also examine the work setting, community climate, supervisory relations, etc., in order to improve overall teacher retention and morale.

The following statements provide a brief overview of the findings of the present study.

1. There is a tendency for individuals from near-by states to remain for a second year.
2. More females are recruited than males.
3. More females resign after the first year than males.
4. The graduates of state colleges tend to be somewhat better risks for retention.
5. There is a modest relationship between GS rating and retention.
6. The remoteness of the work setting is an important factor in retaining teachers, especially young single teachers.
7. The teacher's perception of teaching in general influences their satisfaction and retention.
8. The teacher's perception of the supervisory staff is related to satisfaction and retention.
9. The teacher's perception of their professional training is related to retention. Many of those who resigned felt they were inadequately prepared for their initial assignment. They felt that they were given too much initial responsibility, they had many communication problems because of the language and that they often were given a grade level for which they were not prepared.
10. The teachers tend to become dissatisfied with the recruitment process as the year progresses.
11. The teachers feel that the orientation should be longer and more extensive.
12. Both the remained and resigned groups increase in their awareness of the many aspects of the teaching position as the school year progressed.
13. The remained group became more aware of the additional duties, managerial duties, student relationships, student responsiveness, and teacher--parent relationships than did the resigned group.
14. Supervisors did not rate the remained group differently than the resigned group.
15. Teachers who resigned were dissatisfied with the lack of structure (indefinitness of initial assignment, adequate supervision, adequate orientation, etc.).

16. Teachers who resigned commented on the lack of toys, texts, and curriculum materials.

Some general observations can be made about the factors leading to teacher separation. These observations are a result of not only the data collected but many informal conversations with BIA teachers.

Recruitment. A number of teachers felt that once they had been contacted by a BIA recruiter that they should have received regular feedback on their status in regard to the position. Teachers commented that several months sometimes elapsed before they received notification of their position and that in the interim they received few if any communications. Another source of concern was that many teachers did not receive notification of their position until late in the spring or summer and this allowed little time for planning. Many felt that they needed more information regarding their position, school at which they would teach, and living conditions.

Location. The problems associated with being rather isolated are also related to the communities in which the first-year teacher lives. A few BIA schools are located in or near small towns but the majority of the BIA schools are located on the reservation and consequently there is no private ownership. Many of the schools located on the reservation consist of the school facilities and the rental houses, duplexes, and apartments. In some school sites there is very little sense of "community" since no one owns property and there is an often voiced feeling of temporariness.

The degree to which a first-year teacher is made to feel part of the community varies a great deal. In some school communities the new first-year teacher is almost "adopted" by the more established teachers and a great deal of time is spent "initiating" the new teacher. The other extreme is where a new first-year teacher arrives in the school community and there is no one to help the person "get settled" and there is very little expressed concern over the person becoming a part of the school community. Needless to say that the reaction of new first-year teachers to the different welcomes is quite different.

Job related activities. The BIA work assignments and regulations concerning the assignments often lead to some confusion and dissatisfaction. Many of the new teachers fail to fully realize that they are on Government Service (G.S.) appointments that are 12 month appointments and express dissatisfied with having to work more than 9-10 months. A second factor associated with the job assignment is that many teachers are placed on the basis of need rather than primary training and interests. For example, an individual may be primarily prepared to teach 10th grade history but if a need exists and he has the qualifications he may be teaching a self-contained third grade class. Many of the teachers who were teaching a grade level for which they were not prepared expressed a great deal of frustration and dissatisfaction.

Pre-service and In-service Training. As the teachers adjust to the school community they also must adjust to a different culture. A few of the new first-year teachers are acquainted with the culture of the Indian children that they are teaching, however, most are not. They soon discover that many of the local values, attitudes and customs are quite different from their own and that these influence not only their classrooms and school but the local community in which they live. For example, a well socialized new teacher may consider "time" a very valuable commodity to be saved or spent wisely and this value may not be shared by the Navajo students who have been socialized to consider time as a stable force that is not transient. This obviously will give rise to conflicts in areas such as handing papers in "on time", arriving at school on time, and not wasting time in class. The new first-year teacher also has some values regarding individual competition and "cheating", so when a young Navajo is caught sharing his answers with his classmates this is considered "cheating". The strong group identity also presents problems as the teacher asks for individual students to respond to questions since none of the children want to "show off" or stand out from the group. So, the new teacher who asks questions of the students finds that although unintended they tend to be retoric.

Accompanying the "cultural shock" that many of the first year teachers experience is the task of learning how to teach and to play the role of teacher. The majority of the first year teachers are recent college graduates and their position with the BIA is their first teaching position. The first year of teaching is usually difficult at best but when one is trying to teach a group of children that have a different set of values, attitudes, and behaviors then the problems are compounded. The new first year teacher is faced with the rather large task of learning "how to teach" and learning to understand a new culture almost simultaneously.

The first-year BIA teacher is a new college graduate and has little experience working in a professional role for an organization. The new teacher is not totally unfamiliar with the organization of the public school system but the BIA school system exists within a bureaucratic framework that is alien to many of them. There is a general lack of understanding among the new teachers as to how the BIA school system operates and how to use it to accomplish what they feel needs to be done. Many of the new teachers fail to think of themselves as being employed by the federal government and still tend to see themselves as "school teachers" and this leads to difficulties.

The point to be made by the preceeding examples is that the new first-year teacher is often confronted with a quite different set of rules which govern their behavior and their students' behavior. The teachers' reaction to the new rules vary from complete confusion, to a reaction against the new culture and job setting. A few of the very resourceful first-year teachers are capable of making realistic adaptations.

A number of general conclusions can be drawn from the present study:

1. If new BIA teachers are recruited from the young, single college graduate then a rather substantial turnover can be anticipated.

2. The recent development of a teacher surplus presents manv new opportunities in recruitment. The surplus of teachers provides the opportunity for sophisticated development of criteria and selection procedures and the opportunity to recruit from an older more experienced population of teachers.

3. There are a number of factors that promote the dissatisfaction of new BIA teachers and steps should be taken to remedy these factors, such as recruitment, orientation, placement, pre-service and in-service training.

Recommendations

1. Align recruitment procedures to reflect the growing teacher surplus.

2. Validate recruitment criteria and set up a systematic selection procedure.

3. Recruit from teacher populations that are "low risk." Perhaps more older and married teachers should be recruited.

4. Contact individuals as early as possible regarding their position and furnishing them with adequate information and an individual to contact for more information.

5. Provide more structure for the new teachers especially the reserves.

6. Try to place the new teachers in the grade level for which they were trained.

7. Provide more orientation, pre-service, and in-service. It might be a good idea to ask the teachers what type of in-service they need after they have been teaching for two--three months.

8. Increase the feeling of community. Design some school programs that allow the new teachers to become a part of the school community.

9. Provide the new teacher with a successful role model, this should be a person who is a "master" teacher and who can relate to the young teacher.

10. Further develop the skillfulness of the supervisory staff so that they can relate to the new teachers and provide them with the necessary personal, social, and job related support that is required.

11. Set up methods by which the new teachers can "communicate" with the older faculty and the administration. It is especially important that the new teacher perceives that they can communicate with others and obtain needed support in terms of personal assistance, curriculum materials, etc.

APPENDIX A

PRE INTERVIEW

I. Expectations of position.

a. Classroom activities. What kind of classroom activities do you anticipate during the coming year?

Subquestions:

(1) Could you specify the particular type of activities you have in mind? What sort of activities do you mean specifically?
(2) What does each of these activities involve?

b. Additional duties. What type of additional duties do you feel will be required of you in this coming year?

(1) Could you list the duties you think might be asked of you?
(2) What sort of things are involved in the performance of these duties?

c. School-related managerial duties. What type of managerial duties do you think will be assigned you this year?

(1) Would you enumerate the type of managerial duties you mean? Could you differentiate the type of managerial duties you mean?
(2) What are some of the elements of these managerial duties? What are the details of these managerial duties?

d. Civil Service requirements (non-school). What kind of extra- or non-school responsibilities do you, as a civil service employee, expect to participate in or be assigned?

(1) How many different extra- or non-school responsibilities do you expect to be assigned? Would you list the particular extra- or non-school responsibilities you had in mind.
(2) What do you think these extra- or non-school responsibilities will require of you?

II. Expectations of student relationships.

a. Kind and intensity of relationships. What type of relationships do you anticipate having with your students?

(1) Could you describe those anticipated relationships in more depth?
(2) What characteristics do you anticipate your relationships with students having?

b. Personal impact of teacher upon student. What type of impact do you personally hope to have on the students with whom you deal?

(1) What do you mean in particular?
(2) Could you describe the impact you mean?

c. Responsiveness of student. How responsive do you think your students will be in your classes?

(1) How would you characterize their response? To what depth do you anticipate reaching with students?
(2) Could you describe in more detail what you mean?

III. Expectations of teacher-supervisor relationships.

a. Supervisory contacts.

(1) Professional assistance. Do you expect that you will be able to go to your supervisor for professional assistance related to your teaching?

(a) Do you expect to have easy access to your supervisors for assistance?
(b) Do you think you will be able to do this as often as you feel like you need to?

(2) Personal support. Do you expect that you will be able to go to your supervisor for personal support in problem areas you encounter?

(a) How free do you expect to be able to do this?
(b) What kind of problem areas do you think you could take to the supervisors for personal support?
(c) What kind of problem areas do you think you could not take to the supervisors for personal support?

b. In-service training programs. What do you expect will be the nature and extent of the in-service training programs you will participate in during the coming year?

(1) What sort of things do you think they will be training you to do?
(2) How well do you think it will equip you to do your job?
(3) Is there any training that you feel you especially need?

c. Advancement opportunities.

(1) Professional development. What type of professional activities do you expect to engage in that will enhance your advancement potential in the coming year?

(a) To what extent do you feel you will be able to advance positionally?
(b) In what ways will this enhance your advancement potential?

IV. Expectations of community setting.

a. Parent-teacher relationships. What is the nature of the parent-teacher relationships you expect?

(1) Would you describe in more detail what characteristics of the parent-teacher relationships you expect?
(2) Do you anticipate any difficulty in the parent-teacher relationships?

b. Personal social activities. What type of social activities do you anticipate being available in your new job and/or community?

(1) What variety of things do you anticipate?
(2) What social needs do you see these activities meeting for you?

c. Opportunities for personal development. What opportunities do you expect for personal growth and development?

(1) Could you say explicitly what you mean?
(2) Could you elaborate on what you mean by these opportunities?

d. Impact of local cultural environment. What impact do you anticipate that the local culture will have on you?

(1) To what extent do you feel you will be affected by the local culture?
(2) In what ways do you feel you will be affected?

e. In what ways do you feel you will affect the local culture?

V. Professional Expectations.

a. Career plans.

(1) Devote life to classroom teaching. Do you plan on devoting your career to classroom teaching?

(a) Can you give some of the reasons why?
(b) How did you come to this decision?

(2) Devote your life to BIA schools. Do you plan on devoting your career to working in BIA schools?

(a) What are some of the factors involved in your answer to this question?
(b) Would you elaborate on what these factors mean to you?

(3) Move into supervision and administration. Do you anticipate on moving from teaching into supervision and/or administration?

(a) Why do you or do you not anticipate this move?
(b) What specifically have you considered in anticipation of this move?
(c) How soon?

b. Teaching seen as only a temporary activity.

(1) Expect to explore other occupations. Do you anticipate exploring occupations other than teaching?

(a) Why are you considering exploring other occupations?
(b) What occupations do you plan to explore and why?

c. Plans to re-enter teaching. If you decide not to teach for a few years, do you anticipate re-entering the teaching field?

(1) What is involved in your doing this?
(2) What sort of things have influenced you in considering this course of action?

VI. Professional activities.

a. Membership in professional organizations (local and national). Do you anticipate joining local and/or professional organizations?

(1) Why do you feel it is or is not important for you to do this?
(2) Will you describe in detail some of your considerations?

b. Activity in professional organizations. What is your expected level of activity in professional organizations?

(1) For what reasons do you anticipate this level of activity?
(2) Would you elaborate on these reasons?

VII. Quality of training.

a. Adequate background (professional). Do you think that you have had adequate training to enter your new teaching position?

(1) Why do you feel this way?
(2) In what particular ways is your training adequate or inadequate?

b. Appropriate personal qualifications. Do you feel that you possess the personal qualifications necessary for your new position?

(1) What personal characteristics do you feel qualify you for this position?
(2) Would you elaborate on how these will enable you to perform in your new position?

c. Sufficient orientation to particular local problems. Do you feel that you have adequate orientation concerning the local problems you will be dealing with in your new position?

(1) What type of local problems do you anticipate?
(2) In what ways were you prepared to meet the problems?
(3) Why do you feel this preparation was or was not adequate?

d. Special training for cultural differences. Do you feel you have had adequate training for the cultural differences that you might encounter.

(1) What training have you had?
(2) Why do you feel this training is adequate or inadequate?

e. What is your reaction to the locale of your teaching assignment?

(1) Remoteness?

APPENDIX B

POST INTERVIEW

I. Expectations of position.

a. Classroom activities. What was the nature of the classroom activities in your room during this last year?

Subquestions:

(1) Could you specify the particular type of activities that took place in your room during this last year? What sort of activities do you mean specifically?
(2) What did each of these activities involve particularly?

b. Additional duties. What type of additional duties were you assigned during this last year?

(1) Could you list the duties you were asked to do this last year?
(2) What sort of things (time, training, skills, etc.) were involved in the performance of these duties?

c. School related managerial duties. What kind of managerial duties did you have during the past year?

(1) Would you enumerate the type of managerial duties you were assigned? Could you differentiate the types of managerial duties you were assigned?
(2) What were some of the elements of these managerial duties? What were the details of these managerial duties?

d. Civil Service requirements (non-school). What type of non-school responsibilities were assigned you as the result of being a civil service employee in your community?

(1) How many different extra or non-school responsibilities were you assigned? Could you list the particular extra or non-school responsibilities you were assigned?
(2) What was required of you in performing these extra or non-school responsibilities?

II. Expectation of student relationships.

a. Kind and intensity of relationships. What type of relationships did you develop with your students last year?

(1) Could you describe in more depth the type of relationships you actually had?
(2) What characteristics did your relationships with students have?

b. Personal impact of teacher upon student. What do you feel was your impact on your students during this last year?

(1) What particular impact did you have?
(2) Could you describe the impact you had?

c. Responsiveness of student. How did the students respond to you in your classes this year?

(1) How would you characterize their response?
(2) Could you describe in more detail what you mean?

III. Expectations of teacher-supervisor relationships.

a. Supervisory contacts.

(1) Personal support. Did you go to your supervisor for personal support with problems encountered during the year?

(a) How free were you to do this?
(b) What kind of problem areas were you able to take to your supervisor for personal support?
(c) What kind of problems were you not able to take to your supervisor for personal support?

(2) Professional Assitance. Did you go to your supervisor for professional assistance with teaching problems during the year?

(a) Did you have easy access to your supervisor for assistance?
(b) Were you able to do this as often as you felt like you needed to? (Explain.)
(c) Was there some difficulty in doing this? (Explain.)

b. In-service training programs. What was the nature and extent of the in-service training program in your school during the last year?

(1) What sort of things did they have you to do?
(2) How well did your in-service training program equip you to do your job?
(3) Was there any training that you especially needed but didn't get?

c. Advancement opportunities.

(1) Professional development. What type of professional activities did you participate in last year that enhanced your advancement opportunities?

(a) To what extent were you able to do this?
(b) In what ways did this enhance your advancement potential?

(2) Career patterns. What activities did you participate in that allowed you to develop your career patterns this last year?

(a) Could you describe more particularly what you mean?
(b) How did this help your career development?

IV. Expectations of community setting.

a. Parent-teacher relationships. What was the nature of the parent-teacher relationship that you experienced this last year?

(1) Would you describe in more detail the characteristics of the parent-teacher relationships that you experienced?
(2) Was there any area of particular difficulty in your parent-teacher relationships?

b. Personal social activities. What type of personal social activities did you find available in your community this last year.

(1) What variety of things were available to do of a personal social nature?
(2) Did these meet adequately your personal social needs?

c. Opportunities for personal development. What opportunities for personal growth and development did you have this last year?

(1) Could you describe explicitly what opportunities you had?
(2) Could you elaborate on the details and effects of the opportunities?

d. Impact of local cultural environment. What was the impact on you of the local culture and environment?

(1) To what extent were you affected by the local culture?
(2) In what ways were you affected?

V. Professional Expectations.

a. Career plans.

(1) Devote life to classroom teaching. Do you plan on devoting your life to classroom teaching?

(a) Can you give some of the reasons why?
(b) How did you come to this decision?

(2) Devote your life to BIA schools. Do you plan on devoting your life to working in BIA schools?

(a) What are some of the factors involved in your answer and to this question?
(b) Would you elaborate on what these factors mean to you?

(3) Move into supervision and administration. Do you anticipate moving from teaching into supervision and/or administration?

(a) Why do you or do you not anticipate this move?

(b) What specifically have you considered in anticipation of this move?

b. Teaching seen as only a temporary activity.

(1) Expect to explore other occupations. Do you anticipate exploring occupations other than teaching?

(a) Why are you considering exploring other occupations?

(b) What occupations do you plan to explore and why?

c. Plans to re-enter teaching. If you decide not to teach for a few years, do you anticipate re-entering the teaching field?

(1) What is involved in your doing this?

(2) What sort of things have influenced you in considering this course of action?

VI. Professional activities.

a. Membership in professional organizations (local and national). Do you anticipate joining local and/or professional organizations?

(1) Why do you feel it is or is not important for you to do this?

(2) Will you describe in detail some of your considerations?

b. Activity in professions organizations. What was your level of activity in professional organizations?

(1) What are the reasons for the level of activity?

(2) Would you elaborate on these reasons?

c. Expectations of professional organizations. What type of support and/or relationship was established with professional organizations?

(1) How did these organizations facilitate the support or relationship you had with them?

(2) In what circumstances did they actually give support and/or a relationship when you needed it?

VII. Quality of training.

a. Adequate background (professional). Do you feel that your professional training was adequate for the job you had during this last year?

(1) Why do you feel this way?

(2) In what particular ways was your training adequate or inadequate?

b. Appropriate personal qualifications. Did you feel that you had adequate personal qualifications for the job you held this last year?

(1) What personal qualifications do you mean specifically?

(2) Would you elaborate on how these personal qualifications or lack of them either helped or hindered you on the job this last year?

c. Sufficient orientation to particular local problems. Did you feel that you were given sufficient orientation concerning the local problems that you were faced with during this last year?

(1) What type of local problems did you have?
(2) In what ways were you prepared to meet these problems?
(3) Why do you feel this preparation was or was not adequate?

d. Special training for cultural differences. Did you have adequate cultural training for the cultural differences you encountered during this last year?

(1) What training did you receive to meet these cultural differences?
(2) Why do you feel this training was adequate or inadequate?

APPENDIX C

TEACHER MOBILITY AND RETENTION QUESTIONNAIRE
University of Oklahoma

Teachers' Perceptions of: What does exist—what should exist

This questionnaire is one of the several data gathering instruments being employed in a study of the mobility and retention of first-year teachers. The study is being conducted by faculty members from the University of Oklahoma, with financial support of the U.S. Office of Education and the cooperation of the BIA.

The questionnaire is designed to sample the perceptions of first-year teachers toward teaching and some of the factors related to teaching. The first-year teachers will respond to a series of statements about teaching in terms of both what they perceive as existing and what should exist.

All the tabulation and analysis of data will preserve the complete anonymity of the respondents.

We would like to thank you for participating in this research and to encourage your honest and frank participation. The results of the research will be used to improve the Bureau's recruitment and staffing program.

Background Information

/1/ Name____

Have you spent any time at the school at which you will be teaching? yes____ no ____

If you have been at your teaching post, how much time have you spent there?

one day ____
two days ____
three days ____
four days ____
or more ____

Teachers' Perceptions

Listed below in items 2 through 88 are some statements relating to teaching. Use the key provided at the top of each page to indicate your perception of both what does exist and what should exist regarding that particular statement.

For example, if one were to read the following statement, he might perceive it as follows:

Does Exist to:		Should Exist to:
1 /2/ 3 4 5	The length of the boys' hair is dictated by the school.	1 2 /3/ 4 5

This would mean that the person sees the school as having a great deal to say about the length of hair, but would like to see the school have less authority in this area.

Does exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

The role of the classroom teacher is defined so that:

(Circle One)		(Circle One)
1 2 3 4 5	/2/ a teacher participates in curriculum planning, i.e., helps decide what is to be taught in a grade, school, and/or district.	1 2 3 4 5
1 2 3 4 5	/3/ the teacher participates in deciding on the number and kind of extracurricular assignments.	1 2 3 4 5
1 2 3 4 5	/4/ extracurricular assignments are suited to the interests and abilities of the teacher.	1 2 3 4 5
1 2 3 4 5	/5/ when the teacher makes an administrative decision concerning a pupil, the administration supports that decision.	1 2 3 4 5
1 2 3 4 5	/6/ a teacher makes minor repairs of classroom equipment.	1 2 3 4 5
1 2 3 4 5	/7/ a teacher is always given control of the classroom discipline.	1 2 3 4 5
1 2 3 4 5	/8/ a teacher is expected to do minor janitorial work.	1 2 3 4 5
1 2 3 4 5	/9/ teachers often make administrative decisions that affect their own class.	1 2 3 4 5
1 2 3 4 5	/10/ free time during the course of the work day is an essential part of any teacher's schedule.	1 2 3 4 5
1 2 3 4 5	/11/ a teacher is expected to become involved in community activities.	1 2 3 4 5
1 2 3 4 5	/12/ a teacher has a great deal of administrative "paperwork."	1 2 3 4 5
1 2 3 4 5	/13/ in terms of teaching, the teacher has responsibility and control of what occurs within the classroom.	1 2 3 4 5

Does exist to:	Should exist to:
1. Very high degree	1. Very high degree
2. High degree	2. High degree
3. Moderate degree	3. Moderate degree
4. Low degree	4. Low degree
5. No appreciable degree	5. No appreciable degree

My perception of teaching in general is such that:

1 2 3 4 5	/14/ one of the most satisfying things about teaching is to see a student grasp a bit of new knowledge.	1 2 3 4 5
1 2 3 4 5	/15/ each class is taught with a specific instructional goal in mind.	1 2 3 4 5
1 2 3 4 5	/16/ scholastic activities are improved when teachers participate actively in extracurricular activities.	1 2 3 4 5
1 2 3 4 5	/17/ the teachers establish close relationships with the students.	1 2 3 4 5
1 2 3 4 5	/18/ teachers have a large impact upon the lives of their students.	1 2 3 4 5
1 2 3 4 5	/19/ dismissal from school is an appropriate form of punishment for certain kinds of student behavior.	1 2 3 4 5
1 2 3 4 5	/20/ most students go to school only because they have to go.	1 2 3 4 5
1 2 3 4 5	/21/ school prepares students to function adequately in our society.	1 2 3 4 5
1 2 3 4 5	/22/ teachers holding an academic degree are better prepared to teach than persons not holding such a degree.	1 2 3 4 5
1 2 3 4 5	/23/ teaching is more an art than a science.	1 2 3 4 5
1 2 3 4 5	/24/ teaching is essentially transmission of knowledge from the teacher to the pupil.	1 2 3 4 5
1 2 3 4 5	/25/ I see the teaching process changing as students ask for greater relevance.	1 2 3 4 5
1 2 3 4 5	/26/ school is really nothing more than a daycare center for some of the older children.	1 2 3 4 5
1 2 3 4 5	/27/ most students are very appreciative of the efforts of the teacher.	1 2 3 4 5

Does exist to:	Should exist to:
1. Very high degree	1. Very high degree
2. High degree	2. High degree
3. Moderate degree	3. Moderate degree
4. Low degree	4. Low degree
5. No appreciable degree	5. No appreciable degree

With regard to the supervisory staff, I have found that:

1 2 3 4 5	/28/ a teacher can communicate openly with immediate supervisors.	1 2 3 4 5
1 2 3 4 5	/29/ when extra duties and responsibilities are assigned, they are explained to me by my immediate supervisor.	1 2 3 4 5
1 2 3 4 5	/30/ the interaction of teachers and administrators at my school creates a good esprit de corps.	1 2 3 4 5
1 2 3 4 5	/31/ I have received a clear understanding of the goals and objectives of my school.	1 2 3 4 5
1 2 3 4 5	/32/ I have been able to turn to them for assistance in solving some of the student problems that I encounter.	1 2 3 4 5
1 2 3 4 5	/33/ they are able to make valuable suggestions about my teaching.	1 2 3 4 5
1 2 3 4 5	/34/ they respect my teaching ability and allow me a great deal of initiative.	1 2 3 4 5
1 2 3 4 5	/35/ I have frequently, of my own initiative, voluntarily sought my supervisor's aid.	1 2 3 4 5
1 2 3 4 5	/36/ they have positive, helpful attitudes toward those that they supervise.	1 2 3 4 5
1 2 3 4 5	/37/ they are willing to function in the role of co-professionals and not as authorities.	1 2 3 4 5
1 2 3 4 5	/38/ they have been able to assist me in developing some innovative programs for my classroom.	1 2 3 4 5
1 2 3 4 5	/39/ the in-service training programs were well received by the teachers.	1 2 3 4 5

The working conditions at my school are such that:

1 2 3 4 5	/40/ a teacher is not always expected to agree with supervisors and staff, but disagreement should not be open and obvious.	1 2 3 4 5

Does exist to:	Should exist to:
1. Very high degree	1. Very high degree
2. High degree	2. High degree
3. Moderate degree	3. Moderate degree
4. Low degree	4. Low degree
5. No appreciable degree	5. No appreciable degree

1 2 3 4 5	/41/ communications are the most difficult between teachers who are in direct competition with one another.	1 2 3 4 5
1 2 3 4 5	/42/ the salary is equitable when compared with the rate paid my colleagues in the public schools.	1 2 3 4 5
1 2 3 4 5	/43/ adequate work space and proper facilities are readily available.	1 2 3 4 5
1 2 3 4 5	/44/ the administrative support assists in creating a teaching atmosphere.	1 2 3 4 5
1 2 3 4 5	/45/ there are adequate library facilities and an atmosphere conducive to study.	1 2 3 4 5
1 2 3 4 5	/46/ I have adequate equipment and supplies for carrying out my teaching assignment.	1 2 3 4 5
1 2 3 4 5	/47/ I have been able to obtain assistance from the educational specialist in my agency and other professionals, in planning and structuring my teaching.	1 2 3 4 5
1 2 3 4 5	/48/ the living quarters that I have are adequate.	1 2 3 4 5
1 2 3 4 5	/49/ the older bureau teachers readily accepted me as a co-worker.	1 2 3 4 5
1 2 3 4 5	/50/ I received helpful guidance from the more experienced teachers.	1 2 3 4 5
1 2 3 4 5	/51/ a strong effort was made to help me get acquainted with my fellow employees.	1 2 3 4 5
1 2 3 4 5	/52/ I have had an opportunity to get to meet and become acquainted with community leaders.	1 2 3 4 5

The social and cultural conditions prevalent near my school are such that:

1 2 3 4 5	/53/ there are enough social activities connected with the school so I am able to participate with the other teachers in social functions.	1 2 3 4 5

Does exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

1 2 3 4 5	/54/ I have had an adequate amount of recreational and social activities outside of the school setting.	1 2 3 4 5
1 2 3 4 5	/55/ I have been able to develop some new social and cultural activities.	1 2 3 4 5
1 2 3 4 5	/56/ I am able, in a reasonable length of time, to drive to a larger city for social and cultural events.	1 2 3 4 5
1 2 3 4 5	/57/ I am able to continue my professional education at a nearby college of university.	1 2 3 4 5
1 2 3 4 5	/58/ my family (or myself) has a living situation which is adequate in terms of developing socially.	1 2 3 4 5

My professional training as a teacher was adequate so that:

1 2 3 4 5	/59/ I knew my subject matter quite well.	1 2 3 4 5
1 2 3 4 5	/60/ I was well equipped in the "tools" and "techniques" of teaching.	1 2 3 4 5
1 2 3 4 5	/61/ I had developed the type of personality that fits into the classroom situation.	1 2 3 4 5
1 2 3 4 5	/62/ I was prepared to teach students with a cultural background different than my own.	1 2 3 4 5
1 2 3 4 5	/63/ I had received some training in how to teach students from different cultures.	1 2 3 4 5
1 2 3 4 5	/64/ I was prepared to be innovative in the classroom in terms of teaching.	1 2 3 4 5
1 2 3 4 5	/65/ I was prepared to cope with the personal and social problems that arise in the classroom.	1 2 3 4 5

Does exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

The recruitment procedure by which I obtained my present position was conducted in such a manner so that:

1 2 3 4 5	/66/ I took most of the initiative in obtaining the position.	1 2 3 4 5
1 2 3 4 5	/67/ the person who recruited me was very enthusiastic about the bureau's educational system.	1 2 3 4 5
1 2 3 4 5	/68/ I was allowed to select the school location for my first assignment.	1 2 3 4 5
1 2 3 4 5	/69/ I had a choice of school assignments at the time I was recruited and believe every effort was made to assign me to that location.	1 2 3 4 5
1 2 3 4 5	/70/ I was aware of the isolation factors of my school location before accepting the position.	1 2 3 4 5
1 2 3 4 5	/71/ I was aware of the working conditions in the bureau schools before I accepted my position.	1 2 3 4 5
1 2 3 4 5	/72/ the conditions I encountered were very much like those explained to me by the recruiter.	1 2 3 4 5
1 2 3 4 5	/73/ the BIA recruiter that contacted me was capable of establishing adequate rapport and exhibited a professional image.	1 2 3 4 5
1 2 3 4 5	/74/ the recruitment literature utilized by BIA was very effective in portraying a realistic view of my school location and my professional duties.	1 2 3 4 5
1 2 3 4 5	/75/ I understood the steps in filling out the various forms and knew what to expect in terms of the time it would take to process the forms.	1 2 3 4 5
1 2 3 4 5	/76/ I felt that my knowledge of the Indian education program prior to my employment with the bureau was very good.	1 2 3 4 5

Does exist to:	Should exist to:
1. Very high degree	1. Very high degree
2. High degree	2. High degree
3. Moderate degree	3. Moderate degree
4. Low degree	4. Low degree
5. No appreciable degree	5. No appreciable degree

1 2 3 4 5	/77/ I felt that the information given me concerning the living conditions was adequate.	1 2 3 4 5
1 2 3 4 5	/78/ I was well informed on the actual procedures involved in promotions and salary increments.	1 2 3 4 5
1 2 3 4 5	/79/ I thoroughly understood the fringe benefits available to me, such as vacations, insurance, etc.	1 2 3 4 5

The orientation that I received to BIA schools, and my school in particular, prepared me so that:

1 2 3 4 5	/80/ I understood the tribal organization.	1 2 3 4 5
1 2 3 4 5	/81/ I felt that my knowledge of Indian culture was very good.	1 2 3 4 5
1 2 3 4 5	/82/ I understood the rules and regulations related to my teaching activities.	1 2 3 4 5
1 2 3 4 5	/83/ I understood the organization of the BIA and how education fit into the bureau's organizational structure.	1 2 3 4 5
1 2 3 4 5	/84/ I was prepared to understand the students with whom I would be working.	1 2 3 4 5
1 2 3 4 5	/85/ I was made to feel welcome.	1 2 3 4 5
1 2 3 4 5	/86/ I understood the community in which I would be living and working.	1 2 3 4 5
1 2 3 4 5	/87/ I got to know my supervisor quite well.	1 2 3 4 5
1 2 3 4 5	/88/ I was prepared for the impact of the local cultural environment.	1 2 3 4 5

APPENDIX D

____
Name of Supervisor

____
Name of Teacher

____
Name of School

RATING SCALE OF TEACHER BY SUPERVISORS

Using the following scale as indicated by the code below, rate the teacher accordingly on each characteristic.

CODE:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

	(Circle One)
A. Professionalism:	1 2 3 4 5
B. Helpfulness:	1 2 3 4 5
C. Friendliness:	1 2 3 4 5
D. Student Interest:	1 2 3 4 5
E. Teaching Ability:	1 2 3 4 5
F. Faculty Relationships: (Positive relations)	1 2 3 4 5
G. Potential as a Teacher:	1 2 3 4 5
H. Authoritative:	1 2 3 4 5
I. Democratic:	1 2 3 4 5
J. Willingness to participate in Curriculum planning when such planning is Appropriate:	1 2 3 4 5

APPENDIX E

Student-Teacher Relationship	Interest of Students	Relationships with Supervisors & Other Administrative Personnel	Lack of Opportunity for Professional Development
Lack of Proper Preparation for Type of Work Required	Relationship with Community, parents, etc. local culture	Isolation, lack of Opportunity for Social Activities	Other (better job, marriage)
Lack of Opportunity for Creative Teaching or Individual Programming	Age	Marital Status	

APPENDIX F

SCORING GUIDE FOR BIA INTERVIEWS

	1a Classroom Activities		1b Additional Duties			1c Managerial Duties			
1	very unaware	content	very unaware	clubs	alot	very unaware	student supervision	some	1
2	unaware	attitudinal	unaware	athletics	some	unaware	technical duties	none	2
3	vague	relations and rapport	vague	development guidance	probably some	vague	general office help	don't know	3
4	aware	audio-visual	aware	community	probably not	aware	anything is possible		4
5	very aware	arts and crafts	very aware	general office help	none	very aware			5
6		group activity		student supervision	don't know				6
7		recreational							7
8		don't know							8
9									9
10									10

	1d Civil Service Requirements			2a Student Relationship Expectation				2b Teacher Impact on Students		
1	very unaware	educational	some	very unrealistic	very unaware	familial	intimate	relational	alot	1
2	unaware	recreational	none	unrealistic	unaware	hierarchical	slightly intimate	cultural	some	2
3	vague	community	don't know	neither	vague	friendly	neutral	educational	none	3
4	aware	civil service		realistic	aware	don't know	slightly non-intimate	supportive	don't know	4
5	very aware			very realistic	very aware	unfriendly	non-intimate	vocational		5
6						non-hierarchical		attitudinal		6
7						non-familial		emotional		7
8								motivational		8
9										9
10										10

	2c Responsiveness of Students		3a1 Professional Support from Supervisor		3a2 Personal Support from Supervisor		3b Inservice Training		3c Advancement Potential			
1	very unaware	unresponsive	very negative	yes	yes	yes	Indian culture	alot	BIA pro-vided	cont. ed.	alot	1
2	unaware	slow to respond	negative	probably	probably	probably	improve teaching skills	some	self pro-vided	prof. org.	some	2
3	vague	mixed response	neutral	don't know	don't know	don't know	Indian sociology	don't know		confs, wrksps, mtgs.	don't know	3
4	aware	responsive	positive	probably not	probably not	probably not	E.S.L.	probably none		prof. jrnls.	prbly none	4
5	very aware	don't know	very positive	no	no	no		not any			none	5
6												6
7												7
8												8
9												9
10												10

		4a Teacher and Parent Relationship	4b Social Activities		4c Personal Growth		4d Local Culture Impact on Teacher			4e Tchr Imp on Culture	
1	very unaware	good	school related (stdt)	alot	very unaware	academic pursuit	Unbeneficial	tolerance	alot	alot	1
2	unaware	fair	school related (staff)	some	unaware	broadening personality		evaluation of Indian culture	some	some	2
3	vague	don't know	personal friends	none	vague	cross sociological experience		personal re-evaluation	none	none	3
4	aware	not very good	naturalistic experience	don't know	aware	cross cultural experience		re-evaluation of own cult.	don't know	don't know	4
5	very aware	poor	church related		very aware	naturalistic experience					5
6			community related								6
7			city entertainment								7
8			family related								8
9			hobbies, games, sports								9
10											10

	5a1 Devote Life to Classroom Teaching		5a2 Devote Life to BIA Schools		5a3 Move into Supervision or Administration		5b Exp to Expl Other Occups.	5c Plans to reenter Tchng	6a Mbr in Prof. orgs.	6b Activity in Professional Organizations	
1	like children	yes	location	yes	guidance	yes	yes	yes	yes	Minimal	1
2	help people	probly.	bureaucratic	probly.	don't like admst.	probly.	probly	probly.	probly.	moderate	2
3	career opportunity	undecided	living conditions	undecided	like administration	undecided	undecided	undecided	undecided	highly active	3
4	familial	probly not	opportunity to advance	probly. not	dedicated teacher	probly. not	probly. not	probly. not	probly. not		4
5	pay	no	opportunity to serve	no	effect change	no	no	no	no		5
6	self-fullfillment		pay & other benefits		depends on training & ability						6
7			like work with Indians								7
8			personal satisfaction								8
9			other								9
10											10

	7a Adequate Training	7b Possess Prof. Qualifications	7c Suf. Orientation to Local Pblms.	7d Special Trng. for Cltrl. Differences	7e Reaction to Locale	
1	yes	yes	yes	yes	very pos.	1
2	probably	probably	probably	probably	positive	2
3	don't know	undecided	don't know	don't know	neutral	3
4	mixed yes and no	probably not	probably not	probably not	negative	4
5	not sure	no	no	no	very neg.	5
6	probably not					6
7	no					7
8						8
9						9
10						10

APPENDIX G

TABLE 1

AWARENESS OF CLASSROOM ACTIVITIES

Source of Variation	df	SS	MS	F	p
Anova Error	589	933.5	1.585		
P/PST X R/RM	1	3.773	3.773	2.381	NS
RES/REM	1	0.1416	0.1416	0.8933	NS
PRE/POST	1	15.49	15.49	9.772	.05

TABLE 2

AWARENESS OF ADDITIONAL DUTIES

Source of Varation	df	SS	MS	F	p
Anova Error	589	916.1	1.555		
P/PST X R/RM	1	0.2009E-01	0.2009E-01	0.1292	NS
RES/REM	1	9.765	9.765	6.278	.05
PRE/POST	1	49.15	49.15	31.60	.05

TABLE 3

AWARENESS OF MANAGERIAL DUTIES

Source of Variation	df	SS	MS	F	p
Anova Error	589	821.5	1.394		
P/PST X R/RM	1	5.279	5.279	3.785	NS*
RES/REM	1	0.7733	0.7733	0.5544	NS
PRE/POST	1	30.36	30.36	21.77	.05

---

*Approached significance $p < .10$

TABLE 4

AWARENESS OF CIVIL SERVICE REQUIREMENTS

Source of Variation	df	SS	MS	F	p
Anova Error	589	710.5	1.206		
P/PST X R/RM	1	1.662	1.662	1.378	NS
RES/REM	1	2.630	2.630	2.180	NS
PRE/POST	1	27.46	27.46	22.77	p .05
Grand Mean	1	2642.	2642.	2198.	

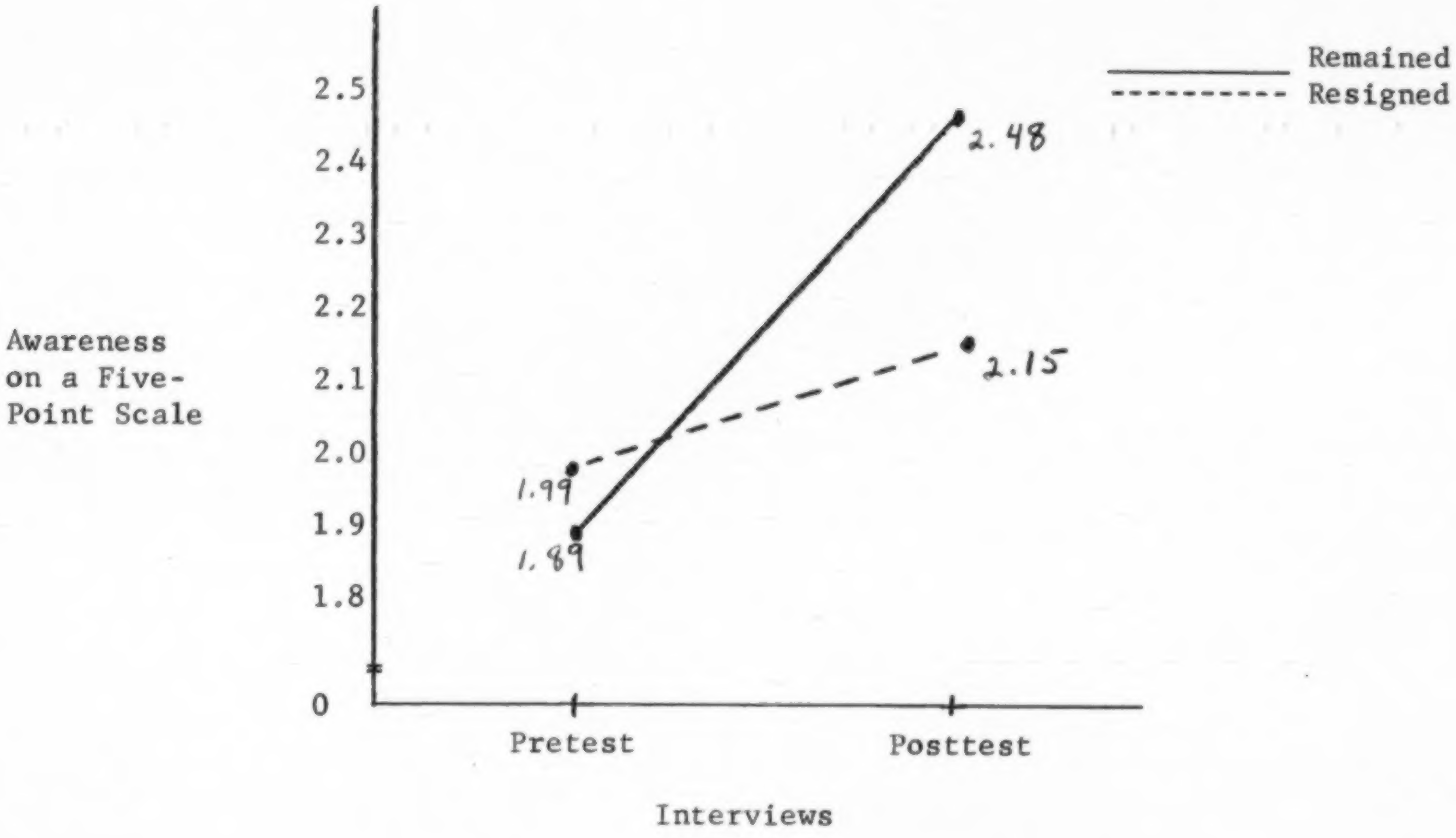

Figure -- Interaction of the Remained and Resigned Groups on the Pre and Post Interviews (Awareness of Managerial Duties) (See Table 3)

TABLE 5

AWARENESS OF STUDENT RELATIONSHIPS

Source of Variation	df	SS	MS	F	p
Anova Error	589	1046.	1.776		
P/PST X R/RM	1	5.324	5.324	2.998	NS*
RES/REM	1	7.244	7.244	4.080	.05
PRE/POST	1	28.62	28.62	16.12	.05
Grand Mean	1	3386.	3386.	1907.	

---

*Approached significance ($p < .10$)

TABLE 6

AWARENESS OF THE RESPONSIVENESS OF STUDENTS

Source of Variation	df	SS	MS	F	p
Anova Error	589	1145.	1.943		
P/PST X R/RM	1	0.5599	0.5599	0.2882	NS
RES/REM	1	5.472	5.472	2.816	NS*
PRE/POST	1	6.303	6.303	3.244	NS*
Grand Mean	1	3244.	3244.	1669.	

---

*Approached significance ($p < .10$)

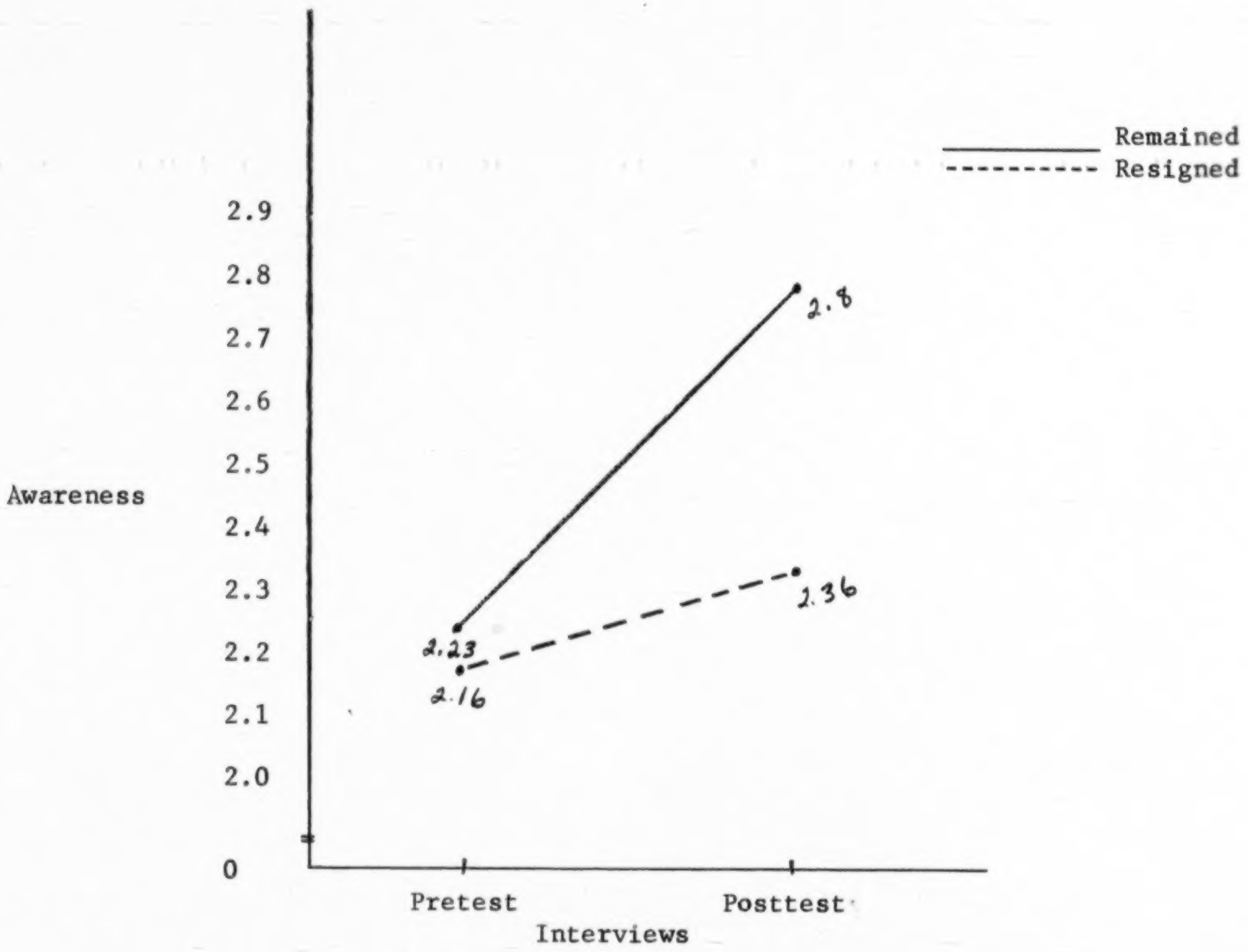

Figure -- Interaction of the Remained and Resigned groups on the Pre and Post Interviews (Awareness of Student Relationships) (See Table 5)

TABLE 7

AWARENESS OF TEACHER--PARENT RELATIONSHIPS

Source of Variation	df	SS	MS	F	p
Anova Error	589	886.9	1.506		
P/PST X R/RM	1	4.472	4.472	2.970	NS*
RES/REM	1	5.211	5.211	3.461	NS*
PRE/POST	1	5.375	5.375	3.570	NS*
Grand Mean	1	3087.	3087.	2050.	

---

*Approached significance ($p < .10$)

TABLE 8

AWARENESS OF POSSIBILITIES FOR PERSONAL GROWTH

Source of Variation	df	SS	MS	F	p
Anova Error	588	909.1	1.546		
P/PST X R/RM	1	8.730	8.730	5.647	.05
RES/REM	1	1.367	1.376	0.8844	NS
PRE/POST	1	1.599	1.599	1.034	NS
Grand Mean	1	2943.	2943.	1904.	

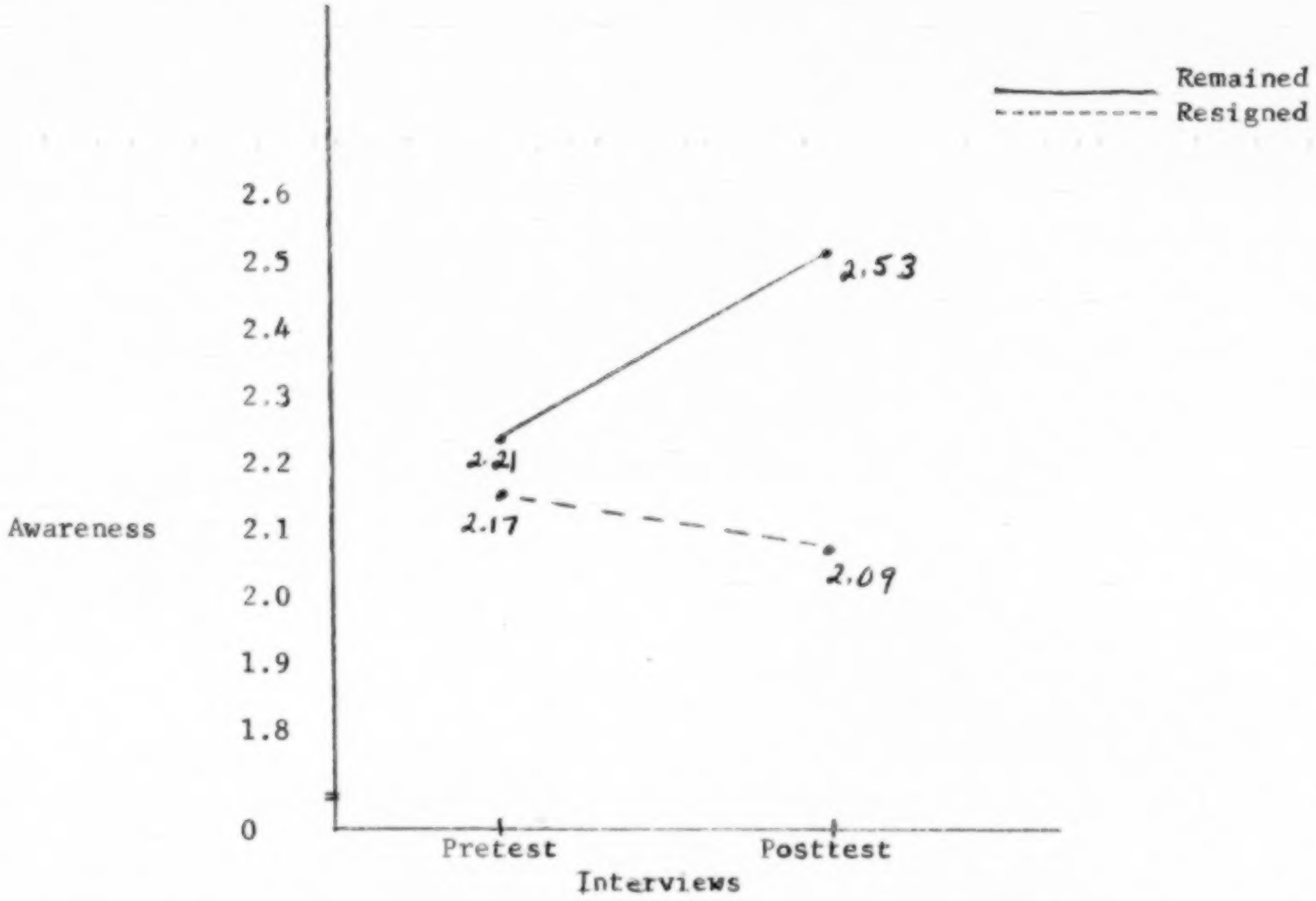

Figure -- Interaction Between Remained and Resigned on the Pre and Post Interviews (Awareness of Teacher-Parent Relationships) (See Table 7)

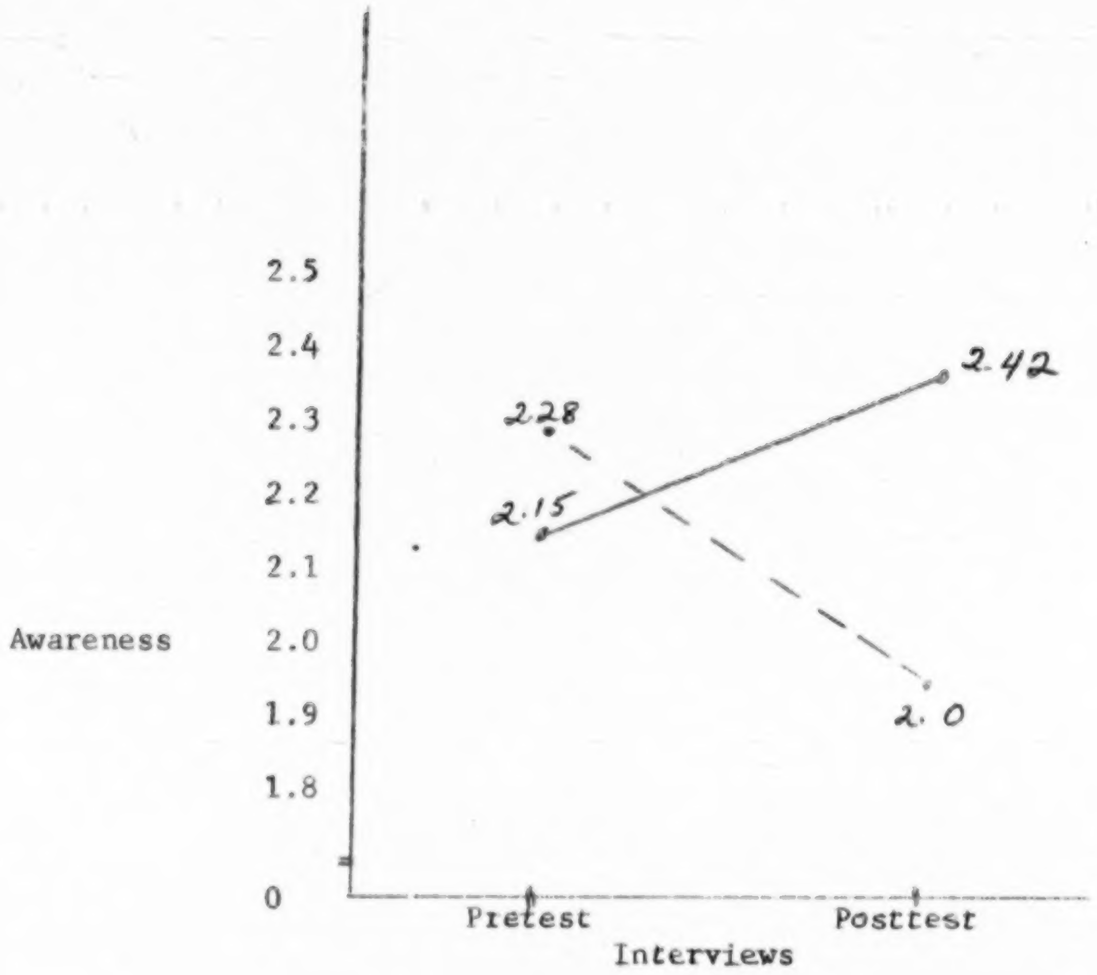

Figure -- Interaction of the Remained and Resigned Groups on the Pre and Post Interviews (Awareness of Possibilities for Personal Growth) (See Table 8)

OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL
Teacher Mobility Study
Form 1

School District______________________________ City____________________ County_________________

Name: (Teachers New to District)	(a) Sex	(b) Race	(c) Major Assignment	(d) Certificate Status	Salary		(f) Contract Period (Months)	(g) Number of Years Experience		Comment
					Base	Above		Teaching	Military	

Column Explanation

Sex
M-Male
F-Female

Race
W-White
I-Indian
N-Negro
O-Other

Major Assignment
E-Elementary
J-Junior High
S-Senior High
A-Administrative
C-Counseling
I-Itinerant

Certificate Status
S-Standard
Pr-Professional
Pv-Provissional
T-Temporary
L-Life
O-Other

OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL
Teacher Mobility Study
Form 2

(a) Employee Classification		Number of Personnel in District 1968-1969			Number of Personnel in District 1969-1970			(b) New Tchrs in Dist.	(c) Unfilled Positions as of September 15
		Male	Female	Total	Male	Female	Total		
1. Classroom Teacher	Headstart								
	Kindgrtn								
	1-3								
	4-6								
	7-9								
	10-12								
	Tch.Aides								
Administrative Personnel									
Supportive Personnel									
TOTAL									

Note: Do Not Include Substitute Teachers.

2. How many applications did your district have for professional positions this year?

Elementary___, Junior High___, Senior High___, Administration___, Supportive___.

This is____a precise figure____an estimate.

3. Rank the following recruiting practices for effectiveness in your district by circling the appropriate number in the table below. Do not rank practices your district does not use.

	Effectiveness Least Most
Personal Contact	: 1 : 2 : 3 : 4 : 5 :
Referrals	: 1 : 2 : 3 : 4 : 5 :
College Placement Bureau	: 1 : 2 : 3 : 4 : 5 :
State Employment Service	: 1 : 2 : 3 : 4 : 5 :
Unsolicited Application	: 1 : 2 : 3 : 4 : 5 :
Professional Organization	: 1 : 2 : 3 : 4 : 5 :
Other (specify)________________________	: 1 : 2 : 3 : 4 : 5 :

PERSONAL DATA SHEET

For Office Use Only

I. PERSONAL

Name: ____________________

Date of Birth ____________________

Sex: M ________ F ________

Indicate your Order of Birth: ____________________

Number of Brothers and Sisters: ____________________

Present Position: ____________________

Total Family Income per Year: ____________________

Current Outside Interests and Hobbies: ____________________

Time per Month Devoted to Hobbies During Past Year: ____________________

If Seasonal, Indicate Activity and Time Spent: ____________________

Marital Status: S ________ M ________ W ________ D ________

Number of Dependents: ____________________

Ages of Children: ____________________

Occupation of Spouse: ____________________

Type of Business: ____________________

Highest Educational Level Completed by Spouse: ____________________

II. EDUCATION

High School Diploma: Yes ________ No ________

If No, Do You Have an Equivalency: Yes ________ No ________

Date of Graduation: ____________________

High School Attended (city and state): ____________________

College Attended (city and state): ____________________

College Degree (circle): B.A. B.S. MASTERS SPECIAL DOCTORATE

No. of Hours Taken Through Extension Courses: ____________________

No. of Hours Taken Through Correspondence Courses: ____________________

III. PRESENT POSITION

Specify the amount of time that elapsed between first contact or date of application, and notification of employment: ____________________

Did you apply or were you recruited for this position: ____________________

Is salary based upon the school year or calendar year: ____________________

Did you receive the assignment or position applied for: ____________________

If not, please specify: ____________________

For Office Use Only

IV. ASPIRATION

________ Self: Do you expect to pursue, or continue, a career in education?____

________ If so, what is the highest position you expect to achieve?______

____

________ Where do you expect to achieve this position?________________

________ What is your approximate anticipated salary?________________

________ In what length of time do you expect to achieve this?__________

________ Spouse: What are the educational goals of your spouse?______________

____

________ What are the vocational goals of your spouse?________________

____

________ Children: What are your educational aspirations for your children?_______

____

________ For what vocations are your children preparing or aspiring to?

____

V. FAMILY BACKGROUND

	EDUCATION		MAJOR OCCUPATIONAL FIELD	
	Highest Grade Completed	Where City & State	Vocation	Where City & State
Father				
Mother				
Siblings:				
Brother(B) Sister(S)				
(B) (S)				
(B) (S)				
(B) (S)				
(B) (S)				
(B) (S)				
(B) (S)				

VI. PLEASE INDICATE PERCENTAGES OF HOW COLLEGE EDUCATION WAS FINANCED:

					PERSONAL	
	FAMILY	Military	Leans	Grants	Scholarship	Self-employment
Undergraduate %						
Graduate %						

VII. EDUCATIONAL AND OCCUPATIONAL CHRONOLOGY:

Account for all years from the time you left high school including military, educational, and occupational experience, and periods of unemployment.

Dates: From--To	Positions	Kind and location of business, school, service	If school position: level taught and field	Yearly salary	College hrs. or degree earned

TEACHER MOBILITY AND RETENTION QUESTIONNAIRE
Oklahoma Public School Research Council

Teacher's Perceptions of: What exists--what should exist

This questionnaire is one of the several data-gathering instruments being employed in a study of the mobility and retention of teachers. The study is being conducted by the Oklahoma Public School Research Council.

The questionnaire is designed to sample the perceptions of teachers toward teaching and some of the factors related to teaching. Please respond to statements about teaching in terms of both what you perceive as existing and what should exist.

All the tabulation and analysis of data will preserve the complete anonymity of the respondents.

We would like to thank you for participating in this research and encourage your honest and frank participation.

Background Information

/1/ Name____

/2/ How many years have you taught in the public schools?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 or more

Teacher's Perceptions

Listed below in items 1 through 62 are some statements relating to teaching. Use the key provided at the top of each page to indicate your perception of both what exists and what should exist regarding that particular statement.

For example, if one were to read the following statement, he might perceive it as follows:

Exists to:		Should exist to:
1 [✓ 2] 3 4 5	The length of the boys' hair is dictated by the school.	1 2 [✓ 3] 4 5

This would mean that the person sees the school as having a great deal to say about the length of hair, but would like to see the school have less authority in this area.

Exist to:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:

1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

The role of the classroom teacher is defined so that:

(Circle One)		(Circle One)
1 2 3 4 5	3 a teacher participates in the decision on the number and kind of extracurricular assignments.	1 2 3 4 5
1 2 3 4 5	4 a teacher's extracurricular assignments are suited to his interests and abilities.	1 2 3 4 5
1 2 3 4 5	5 a teacher is supported by the administration when he makes an administrative decision concerning a pupil.	1 2 3 4 5
1 2 3 4 5	6 a teacher makes minor repairs of classroom equipment.	1 2 3 4 5
1 2 3 4 5	7 a teacher is always in control of the classroom discipline.	1 2 3 4 5
1 2 3 4 5	8 a teacher is expected to do minor janitorial work.	1 2 3 4 5
1 2 3 4 5	9 a teacher often makes administrative decisions that affect his own class.	1 2 3 4 5
1 2 3 4 5	10 an essential part of a teacher's schedule is free time during the course of the work day.	1 2 3 4 5
1 2 3 4 5	11 a teacher is expected to become involved in community activities.	1 2 3 4 5
1 2 3 4 5	12 a teacher has a great deal of administrative "paperwork."	1 2 3 4 5
1 2 3 4 5	13 a teacher has responsibility for and control of what occurs within the classroom in terms of teaching.	1 2 3 4 5

My perception of teaching is such that:

1 2 3 4 5	14 one of the most satisfying things about teaching is to see a student grasp a bit of new knowledge.	1 2 3 4 5
1 2 3 4 5	15 each class is taught with a specific instructional goal in mind.	1 2 3 4 5

Exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

1 2 3 4 5	/16/ scholastic activities are improved when teachers participate actively in extra-curricular activities.	1 2 3 4 5
1 2 3 4 5	/17/ a teacher establishes close relationships with the students.	1 2 3 4 5
1 2 3 4 5	/18/ a teacher has a great influence upon the lives of his students.	1 2 3 4 5
1 2 3 4 5	/19/ dismissal from school is an appropriate form of punishment for certain kinds of student behavior.	1 2 3 4 5
1 2 3 4 5	/20/ most students go to school only because they are forced to go.	1 2 3 4 5
1 2 3 4 5	/21/ school prepares students to function adequately in our society.	1 2 3 4 5
1 2 3 4 5	/22/ a teacher holding an academic degree is better prepared to teach than a person not holding such a degree.	1 2 3 4 5
1 2 3 4 5	/23/ teaching is more an art than a science, and therefore cannot be taught.	1 2 3 4 5
1 2 3 4 5	/24/ teaching is essentially transmission of knowledge from the teacher to the pupil.	1 2 3 4 5
1 2 3 4 5	/25/ the teaching process is changing as students ask for greater relevance.	1 2 3 4 5
1 2 3 4 5	/26/ school is really nothing more than a day-care center for some of the older children.	1 2 3 4 5
1 2 3 4 5	/27/ most students are very appreciative of the efforts of the teacher.	1 2 3 4 5

The supervisory staff has the necessary training and experience so that:

1 2 3 4 5	/28/ a teacher can communicate openly with immediate supervisors.	1 2 3 4 5
1 2 3 4 5	/29/ extra duties and responsibilities are explained to a teacher by his immediate supervisor.	1 2 3 4 5
1 2 3 4 5	/30/ the interaction of teachers and administrators at my school creates a good esprit de corps.	1 2 3 4 5

Exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

1 2 3 4 5 /31/ I have received a clear understanding of the goals and objectives of my school. 1 2 3 4 5

1 2 3 4 5 /32/ I have been able to turn to the staff for assistance in solving some of the student problems that I encounter. 1 2 3 4 5

1 2 3 4 5 /33/ the staff are able to make valuable suggestions about my teaching. 1 2 3 4 5

1 2 3 4 5 /34/ the staff respect my teaching ability and allow me a large amount of initiative. 1 2 3 4 5

1 2 3 4 5 /35/ I have frequently, of my own initiative, sought my supervisor's aid. 1 2 3 4 5

1 2 3 4 5 /36/ the staff have positive, helpful attitudes toward persons under supervision. 1 2 3 4 5

1 2 3 4 5 /3 / the staff are willing to function in the role of co-professionals and not as authorities. 1 2 3 4 5

1 2 3 4 5 /3 / the staff have been able to assist me in developing some innovative programs for my classroom. 1 2 3 4 5

1 2 3 4 5 /3 / the in-service training programs were well received by the teachers. 1 2 3 4 5

The working conditions at my school are such that:

1 2 3 4 5 /40/ a teacher is not always expected to agree with supervisors and staff, but disagreement should not be open and obvious. 1 2 3 4 5

1 2 3 4 5 /41/ communications are the most difficult between teachers who are in direct competition with one another for a position. 1 2 3 4 5

1 2 3 4 5 /42/ my salary is equitable when compared with the rate paid my colleagues. 1 2 3 4 5

1 2 3 4 5 /43/ adequate work space and proper facilities are readily available. 1 2 3 4 5

1 2 3 4 5 /44/ the administrative support assists in creating a good teaching atmosphere. 1 2 3 4 5

Exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

1 2 3 4 5	/45/ adequate library facilities and an atmosphere conducive to study are available.	1 2 3 4 5
1 2 3 4 5	/46/ adequate equipment and supplies for carrying out my teaching assignment are available.	1 2 3 4 5
1 2 3 4 5	/47/ I have been able to obtain assistance in planning and structuring my teaching from the specialists in my school and other professionals.	1 2 3 4 5
1 2 3 4 5	/48/ I received helpful guidance from the more experienced teachers.	1 2 3 4 5
1 2 3 4 5	/49/ a strong effort was made to help me become acquainted with my fellow teachers.	1 2 3 4 5
1 2 3 4 5	/50/ I have had an opportunity to meet and become acquainted with community leaders.	1 2 3 4 5

The social and cultural conditions prevalent near my school are such that:

1 2 3 4 5	/51/ enough social activities are connected with the school so that I am able to participate with the other teachers in social functions.	1 2 3 4 5
1 2 3 4 5	/52/ I have an adequate amount of recreational and social activities outside of the school setting.	1 2 3 4 5
1 2 3 4 5	/53/ I have been able to develop some new social and cultural activities.	1 2 3 4 5
1 2 3 4 5	/54/ I am able to continue my professional education at a nearby college or university.	1 2 3 4 5
1 2 3 4 5	/55/ I am able, in a reasonable length of time, to drive to a larger city for social and cultural events.	1 2 3 4 5
1 2 3 4 5	/56/ my family (or myself) has a living situation which is adequate in terms of developing socially.	1 2 3 4 5

My professional training as a teacher was adequate so that:

1 2 3 4 5	/57/ I knew my subject matter quite well.	1 2 3 4 5
1 2 3 4 5	/58/ I was well equipped in the "tools" and "techniques" of teaching.	1 2 3 4 5

Exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

Should exist to:
1. Very high degree
2. High degree
3. Moderate degree
4. Low degree
5. No appreciable degree

1 2 3 4 5	/59/ I had developed the type of personality that fits into the classroom situation.	1 2 3 4 5
1 2 3 4 5	/60/ I was prepared to teach students with a cultural background different than my own.	1 2 3 4 5
1 2 3 4 5	/61/ I was prepared to be innovative in the classroom in terms of teaching.	1 2 3 4 5
1 2 3 4 5	/62/ I was prepared to cope with the personal and social problems that arise in the classroom.	1 2 3 4 5

REFERENCES

Barker, R. G. Ecological Psychology. Stanford, California: Stanford University Press, 1968.

Charters, W. W., Jr. Some Factors Affecting Teacher Survival in School Districts. American Educational Research Journal, 1970, 7, 1-27.

Charters, W. W., Jr. Some "Obvious" Facts about the Teaching Career. Educational Administration Quarterly, 1967, 183-193.

Herzberg, F., Mausner, B., and Snyderman, B. B. The Motivation to Work, New York: John Wiley and Sons, Inc., 1959.

Maslow, A. H. Motivation and Personality, New York: Harper and Row, Publishers, 1954.

Nelson, Robert H., and Thompson, Michael L. Why teachers quit. The Education Digest, 1963, 29, 12-15. (The Clearing House, 1963, 37, 467-472).

Pederson, G. K. Economic and Sociological Correlates of Teacher Turnover. Paper read at the American Educational Research Association, March, 1970.

Statistics Concerning Indian Education, 1968, United States Department of the Interior, Bureau of Indian Affairs, Division of Education, Publications Service, Haskell Institute, Lawrence, Kansas.

Teacher Mobility and Loss. NEA Research Bulletin, 1968, 48, 118-126.

Whitener, Joy E. An actuarial approach to teacher turnover. Unpublished doctoral dissertation, St. Louis, Missouri, Washington University, 1965.